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ABSTRACT

The purpose of this practicum was to develop a model in-service program for training mainstream teachers of Spanish speaking pupils. As the Spanish speaking population of the Norwalk, Connecticut community has grown over the past decade, the school problem of dealing with the non-native English speaker was identified. Through the initial financial facilities of an Emergency School Aid Act (ESAA) grant, a model inservice training program for mainstream teachers of Spanish speaking pupils was developed, conducted, and evaluated. This model was developed specifically for secondary school mainstream teachers (grade six through twelve) who must cope daily with the Spanish speaking pupils. In addition, through a liaison between the secondary and elementary levels, the applicability of the model, with some modifications, was evident at the elementary level. The program, through the careful selection of administrative, guidance, and teaching personnel, provided a de facto insertion of the model into the seven secondary schools of the city. An assessment of the total practicum indicated that the in-service participants did become a cadre of teacher trainers within their own builders, thus effecting an instructional improvement within the total secondary school system. (Author/JM)

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A MODEL IN-SERVICE PROGRAM

FOR

TRAINING MAINSTREAM TEACHERS

OF

SPANISH SPEAKING PUPILS

By

James J. Forcellina

Submitted in partial fulfillment of the requirements
for the degree of Doctor of Education, Nova University.

New Haven Cluster

Maxi II

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ABSTRACT

The purpose of this practicum was to develop a model in-service program for training mainstream teachers of Spanish-speaking pupils.

As the Spanish-speaking population of the Norwalk, Connecticut community has grown over the past decade, the school problem of dealing with the non-native English speaker was identified.

Through the initial financial facilities of an Emergency School Aid Act (ESAA) grant, a model in-service training program for mainstream teachers of Spanish-speaking pupils was developed, conducted, and evaluated. This model was developed specifically for secondary school mainstream teachers (grades 6 through 12) who must cope daily with the Spanish-speaking pupils. In addition, through a liaison between the secondary and elementary levels, the applicability of the model, with some modifications, was evident at the elementary level.

The program, through the careful selection of administrative, guidance, and teaching personnel, provided a de facto insertion of the model into the seven secondary schools of the city. An assessment of the total practicum indicated that the in-service participants did become a cadre of teacher trainers within their own buildings, thus effecting an instructional improvement within the total secondary school system.

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Aside from the initial funds provided by the ESAA grant for the training sessions, the insertion of this model into the seven secondary schools and its implementation for instructional improvement were accomplished without the need for additional funds. Thus, this model's specific application to the secondary level with general application to the elementary level coupled with the low cost factor for eventual instructional improvement suggest its usefulness for any school district's searching for some help in dealing with the Spanish-speaking in mainstream classes.

INTRODUCTION

The Norwalk Public Schools system is the only one in Connecticut with a coordinated kindergarten through grade 12 Bilingual/ESL program. For this reason Norwalk is viewed as a progressive system, most sensitive to the ever-increasing needs of its non-English speaking population, the largest segment being Hispanic. It is with this Hispanic segment that the practicum deals.

After these Hispanic pupils have achieved a reasonable fluency in English via the Bilingual/ESL classes, they are slowly integrated into the mainstream classes. It is in this mainstream integration where these Hispanos encounter further problems. Thus, the focus of this practicum was to alleviate the problems of transition from the Bilingual/ESL class to the mainstream.

*nature of
problems?*

In order to facilitate the transition of the Hispano from the Bilingual/ESL class to the mainstream, the practitioner developed and designed a model in-service training program for secondary mainstream personnel. The actual in-service program was funded by a Title VII Emergency School Aid Act grant. The purpose of the in-service program was to effect instructional improvement with those Hispanos in the mainstream classes by training the mainstream

(v)

teachers in three areas: 1) Basic conversational Spanish, 2) Linguistic concepts, and 3) Cultural aspects of the Hispanics in Norwalk - Puerto Ricans, Colombians, and Costa Ricans.

The training program, which consisted of 20 sessions, was balanced between basic theory and the on-line implementation of the theory. Problem-solving, idea-exchanges, and group-interaction characterized all sessions. A selected voluntary group of forty participants representing secondary mainstream teachers, counselors, and administrators was recruited for the workshop.

An extensive evaluation format provided for input from all concerned on a continuous basis. From the evaluation phase, there were developed self-evaluations and supervisory evaluation check lists which would prove useful in the follow-up phase. Pre-tests and post-tests, with case study analyses, were used to measure participant growth and application of linguistic theory. Questionnaires were designed to seek participant input on a session-to-session basis for a final workshop evaluation.

All phases of the evaluation indicated that the objectives of in-service program had been met with degrees of success ranging from good to excellent, using a rating scale which extended from poor to excellent.

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In the follow-up phase, which began in the school year following the in-service workshop sessions, the practitioner acted as a prodder to encourage all of the participants to utilize the knowledge, skills, and attitudes gleaned from the training program. The follow-up phase, unlike the workshop sessions, was conducted without the advantage of additional federal funds. The final evaluation of the follow-up indicated that the original workshop participants had indeed become a nucleus of teacher trainers within their own individual buildings. Thus, the insertion and implementation of this model into each building was effected, thereby assuring its continuance and benefits to the instructional program. ?
Not air

Although this model was designed for the secondary school level, it may also be applied to the elementary level. Because of the low cost factor, the successful training, follow-up, and de facto insertion into the individual schools, the elementary schools in Norwalk have also become involved.

The success of this model has also brought some overtures from other cities in the state for information; thus some statewide significance will be achieved. In addition, this model's success helped in obtaining an additional federal bilingual grant for Norwalk. Therefore, having successfully obtained two federal grants

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both of which used this field tested model as the in-service component, the practitioner envisions that other communities eager for a bilingual grant will seek out and emulate this model. This, in turn, suggests possible national recognition.

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A Model In-Service Program
For
Training Mainstream Teachers
Of
Spanish-Speaking Pupils
by

James J. Forcellina¹

STATEMENT OF THE PROBLEM

The Norwalk, Connecticut community has a five percent school population of Spanish-speaking pupils. At the present rate of growth through births and immigration, the 1980 projected Spanish-speaking school population will approach the ten percent mark.

5%!

The State of Connecticut, like the majority of other states, has not yet legislated anything which would compel local school

¹Housemaster, Brien McMahon High School, Norwalk, Connecticut: 2200 students - four year (9-12) comprehensive high school.

districts to provide bilingual education. "Today, only 13 states have legislation, either explicit or supportive concerning bicultural/bilingual education."² However, Norwalk, a city of 80,000 and noted as an educationally progressive and aggressive community, has received financial aid for bilingual education from Titles I and VII. With these federal funds, augmented by the local Board of Education budget, Bilingual/ESL education has become firmly established from kindergarten through grade twelve.

Throughout this paper the terms Bilingual, ESL and Bicultural will be used. In the context of the practicum, the definitions are as follows:

Bilingual Education

This refers to teaching subject matter to the non-native English-speaking pupil in his own language; in this case, the language is Spanish. The prime purpose of this program is to enhance the pupil's native language. In so doing, the pupil becomes more literate in his native language, therefore developing a greater sense of identity. The resulting self-confidence thereby facilitates the learning of English-As-A-Second Language.

ESL

This acronym for English-As-a-Second Language refers specifically to the teaching of English to native Spanish speakers, utilizing

²Albar A. Pena, "An Overview on Bilingual Education," Today's Education, 64, January - February, 1975, 72.

the generally accepted linguistic approach. Regardless of the methodology employed, the sequential learning pattern for ESL, and indeed for anyone learning a foreign language, is listening, speaking, reading and writing. The important point to make is that ESL is not a form of bilingual education. However, it is an important component.³

Bicultural Education

A bicultural educational experience means a purposeful mixture of Anglos and Hispanos for an exchange of ideas. It is this bicultural educational interaction which is the most sophisticated of the three and which naturally causes the greatest mutual benefit to both groups in the way of developing sound human relations.

Should the reader wish an in-depth overview of the origination and legal connotations of these three terms, he is referred to Pages 8 through 13 of Bilingual Schooling in the United States, Vol. 1, which is located in the bibliography.

With Bilingual/ESL education actively implemented within the school system, the philosophy of the mainstream integration comes into focus. Our mainstream integration philosophy follows these general guidelines:

1. A non-English-Speaking pupil should be placed in a predominately bilingual setting with little mainstream

³Theodore Anderson and Mildred Boyer, Bilingual Schooling in the United States, Vol. 1, Washington, D. C.: U. S. Government Printing Office, 1970, p. 12.

exposure.

2. ESL instruction should begin as soon as the bilingual component has allayed any pupil anxieties and when the pupil expresses a need for some formal English training.
3. Integration into the mainstream will begin slowly with mutual pupil/teacher/parent consent.

The problem of integrating these Spanish-speaking pupils from the Bilingual/ESL classes into the regular or mainstream program for that important bicultural experience is the primary goal. Thus, the focus of this practicum will deal with three components:

1. Since it is impossible to retain a pupil in a Bilingual/ESL class until he is completely fluent in English, there will exist some language barrier which will create a communication problem between the mainstream teachers and the Spanish-speaking pupils.
2. Up to this point of integration, these pupils have been exposed to ESL teaching techniques which, if done properly, are systematic, sequential, action oriented, and methodical. Generally mainstream teachers are totally unfamiliar and unaware of the ESL classroom techniques. Thus, the pupil who leaves the security of the Bilingual/ESL class to enter a mainstream class faces the shock of a language problem and the need to learn a new teaching methodology. Likewise, the mainstream teacher experiences problems in

trying to "motivate" this new entry because he is unaware of the pupil's previous educational exposure to certain types of teaching methodologies.

A lack of some ESL training on the part of mainstream teachers who receive the ESL pupils for follow-up has caused a significant drop-out rate which is of concern to the practitioner. During the 1972-73 school year, for example, the school withdrawal rate for pupils with Spanish surnames for the senior high level was 36.3% compared to the total senior high school drop-out rate of 6.7%. Additional probing into the statistics pointed out that dropping out among the Spanish surnamed pupils occurred most often when the pupil had been almost totally integrated into the mainstream and least often when the pupil was contained almost exclusively within the Bilingual/ESL component.

3. In order to encourage a real bicultural experience, mainstream teachers need to be culturally familiar with the background of the ESL pupils so that an integration of Anglo and Hispano pupils will occur with the obvious resultant benefits.

Thus, the three components of the problem involving the Bilingual/ESL pupil entering mainstream classes may be summarized as follows:

1. Some language barrier exists between the teacher and the pupil.
2. Mainstream teachers have no training to follow up ESL methods and give curricular continuity.
3. Mainstream teachers need a cultural familiarization of ESL pupils' background to encourage Anglo/Hispano integration for a bicultural educational experience.

CONCEPTUALIZING A SOLUTION

In order to remedy the problem of mainstream integration of Hispanic pupils, it was the practitioner's goal to develop an in-service program for the training of mainstream teachers who receive the Spanish-speaking pupils from the Bilingual/ESL classes. This in-service program, as developed, contained three segments:

1. One segment of the training was to give an elementary but practical speaking knowledge of Spanish. This would aid in overcoming the language barrier between the Anglo mainstream teacher and Hispanic pupil.
2. Another segment of the training was to present a basic knowledge of ESL individualized techniques. This would help to decrease the shock of going from ESL to mainstream classes. In addition, curricular teaching methodologies would have some continuity.
3. A final segment of the training was to give the mainstream teacher a cultural introduction to Puerto Rico, Costa Rica, and Colombia, since these are the places from which Brien McMahon's Hispanic population come.

IN-SERVICE MODEL DESIGN

Guiding Principles

For most of the 20th century, in-service education has been the standard method for retraining professional educators. However, since many in-service programs have suffered from a lack of energy, precision, direction, and imagination, the staff usually views any attempt at in-service with a questionable attitude. Therefore, any in-service undertaking must be designed so as to prevent staff dissention, demoralization, boredom, cynicism, and indifference. The program must neither be so prescriptive as to insult the participants' intelligence nor so vague as to constitute an exercise in futility. The proposed training must be planned for flexibility so as to allow both for forward motion and deviation. Lofty and intellectual concepts may be dealt with, but care must be exercised not to overlook the need to translate these concepts into pragmatic, everyday, and practical classroom application. Thus, a grasp of theoretical principles coupled with a master of technical skills is desired for mutual reinforcement in the classroom.

Information-giving, sharing, and human interaction are necessary ingredients in the in-service recipe. However, constant attention also must be given to the task of building teachers' desires to perform at their highest level of proficiency. Peer or collegial

teaching should be incorporated as an integral part of the program. There can be no doubt that an inexperienced teacher can learn from a master teacher.

Teachers, like the students, reflect the full range of the human personality. In view of these differences, the training must be conceived so as to allow for these individual differences, likes, interests, and so on. Thus, an effective in-service education program must permit the teacher or trainee to grow at his own pace in his own way, respecting his professional dignity and right to select that which he feels is most beneficial.

Research, pursued over the course of several years, has suggested that there are four critical factors in good teaching performance.⁴

1. The Teacher's Sense of Purpose

If the teacher views himself primarily as a dispenser of information, the lecture method will predominate. On the other hand, if the perceived role is that of a stimulator, helper, and facilitator, the emphasis becomes one of problem-defining and problem-solving.

⁴Louis J. Rubin, Curriculum and Instruction Study Guide, Fort Lauderdale, Florida: Nova University Press, 1972, p. 216.

2. The Teacher's Perception of Children

The difficult but crucial task of the classroom teacher not only to recognize the variety of pupil intellectual capacities, learning modes, and personalities but also to interact correctly with the variety of humanity is an integral part of the profession for which we have been trained. The classic example to illustrate a distortion in perception is one of expecting middle class behavior from lower class students. Any inaccurate perception of the students by the teacher has inevitable negative consequences in the student-teacher relationship. By sophisticating the teacher's knowledge and by familiarizing him with the lifestyles of the school community, he will be helped to avoid ^{val}perceptonal errors through faulty inferences.

3. The Teacher's Knowledge of Subject

The teacher specialist has the edge over the teacher generalist in our modern "Future Shock" society where new information concepts and techniques are generated at a fantastically unprecedented rate. Thus, the more mastery a teacher has over the subject matter, the more confidence he displays with a resulting instructional quality increase. So it is that an algebra teacher forced to teach physics would most likely teach the inherent nature of the subject

rather than its relationship to the student's universe.

4. The Teacher's Mastery of Technique

Pedagogical skills which actually distinguish the teacher from the layman must be initially acquired, proven, field tested, revised, and sometimes discarded for new practices.

Therefore, in establishing a professional growth system, the preceding four elements must be considered in the in-service design.

Principles of Professional Growth

In addition to the overall and general Guiding Principles for professional growth, this model in-service program for training mainstream teachers of Spanish-speaking pupils was carefully planned using the following specific principles for in-service training.

1. The Retraining Program Ought to Provide Compensation to the Participants

Thus, the time for the training was on the participants' off-duty hours. Expecting teachers to undergo intensive training during their normal duty hours would require an extensive use of substitute teachers to cover classes, a situation which is, at best, not conducive for continuity of learning. On the other hand, expecting teachers to remain abreast of constant changes during their off duty hours without remuneration is not only irrational but also naive when one views the contractual limitations being negotiated by today's teacher organizations.

2. The Program Ought Not to be Compulsory

Implicit in the design of this model in-service program is the necessity of initially having a highly motivated staff, sensitive to the problems of Hispanos. Furthermore, compulsory retraining neither allows for individual staff needs nor for those staff already competent in the performance of objectives of the program. Thus, a selected and representative

component from a larger group of volunteers appeared to be the best initial principle of participant selection.

3. The Training Activities Should be Sequenced so that Teachers Progress Through a Cycle of Retraining Units Which Gradually Increase in Complexity.

The elements of good teaching cannot be attacked in indiscriminate order. Usually, attitudinal changes must precede meaningful understanding, and understanding must precede skill development. "Thus, it is important to establish a logical order so that planned growth is efficiently organized and the prerequisites of the training target are assured."⁵

Therefore, the activities must be logically, systematically, and methodically presented to avoid a haphazard design which would reduce the in-service program to a low level of effectiveness.

4. The Participants Should Receive Feedback on Their Cumulative Growth During the Training Period Through Some Diagnostic and Self-Administered Procedure.

Like the pupils they instruct, the participants must perceive on-going progress during the course of the program. Terminal evaluation at the end of the program is too far off. Some short range growth plans must be devised to encourage the participants to continue. Thus, at regular and frequent

⁵Ibid., p. 228.

intervals, some feedback must be provided to show growth and to reward their efforts in gaining new insights, in changing their attitudes, and in altering their professional behavior.

5. The Participants Involved in the Retraining Program Should Have Continuous Access to an On-site Facilitator for Technical Assistance.

During the course of the training program, as the participants begin to utilize some of the newly acquired skills in their classrooms and offices, specific problems arise requiring the need for some assistance. This assistance could be technical in nature or simply be a need for an objective viewer to discuss the participant's diagnosis and treatment of the problem.

An on-site facilitator who is readily available is a very important element in the strategy of implementing new teacher behavior. Thus, it is extremely important to choose a person who can help the frustrated, calm the emotional, listen to the disgruntled, give direction to the befuddled, and reflect the feelings of the doubters.

6. The Teacher Training Ought to be Enhanced Through Peer Reinforcement.

All of the research clearly indicates that which we knew all the time; staff development through peer reinforcement is the most effective method of implementing

change. Thus, this program will use peer reinforcement as a major principle in attitudinal and behavioral change. A constant interfacing among participants will be suggested and encouraged. Individual views will be heard and exchanges will be made with eventual group consensus.

7. Teachers Should Interact with Teacher-Leaders.

The concept of peer reinforcement above also suggests the idea of peer teaching. Thus, school administrators, for obvious reasons, should not serve as teacher-trainers or teacher-leaders. With a teacher leading the group, the participants may interact more effectively than they would if their principal would have been the group leader.

8. Provisions Should be Made to Include Administrators for Greater Staff Motivation in the Implementation Phase.

A school, like any other institution, needs administrative support in the implementation phase. Any staff retraining without principal support and principal praise tends to significantly reduce staff motivation. Thus, while it is important to note that principals and other line administrators ought not to be used as the teacher-trainers, they should be included within the retraining program.

9. Pre Tests and Post Tests Should be Administered to Judge the Efficiency of the Program.

The use of the pre and post test to evaluate the attainment of the program objectives is one statistical way to justify expenditures; this type of accountability is recognized and accepted. However, and in addition to the accountability factor, the skillful use of the pre and post test can graphically point out to a participant the specific extent of his growth. With careful analysis and follow-up, the test results can be a positive factor in continuing professional growth.

10. The Teacher Retraining Should Utilize Performance Incentives to Motivate the Participants to Use the Acquired Skills.

While it is recognized that a new technique, successfully implemented in a classroom, brings about a great deal of satisfaction, we also know that continued implementation does not always follow. Thus, some performance incentive must be designed to assure continued use of acquired skills. Regardless of the educational terminology which we attach to the principle, the focus is on follow-up: how much and how long?

Initial Involvement

Bilingual/ESL Hispanic students are present in varying percentages in all of the city's seven secondary schools - five middle schools (grades 6 - 8) and two high schools (grades 9 - 12); thus,

an involvement of all these schools would bring the greatest benefit to the most pupils. Before proceeding on to the important task of setting up the in-service program objectives, some preliminary but necessary interaction was accomplished.

1. The program overview was presented to the seven secondary school principals and received their approval and acceptance.
2. Since the main focus of this program was to integrate the Spanish-speaking pupil into mainstream classes, the flexibility of each school's master schedule had to be ascertained. Retrained mainstream teachers ready to receive the ESL students are useless unless the school's master schedule allows some ease of transition from the Bilingual/ESL classes.
3. After all schools were surveyed for scheduling flexibilities, these findings were shared among all seven schools for the principals' information.

Program Objectives

The practitioner decided that three types of school personnel would be used for the program: 1) mainstream teachers, 2) guidance counselors, and 3) administrators. The objectives were established for each individual group as well as common objectives for all participants.

Objectives for Mainstream Teachers:

1. A Basic Knowledge of ESL individualized Techniques

The very act of placing a non-native student with some formal ESL exposure into a mainstream class necessitates some mainstream teacher familiarity with ESL instruction. Without this basic knowledge, the teacher's chance for reaching the pupil is, at best, poor.

2. An Opportunity for an Exchange of Problems, Ideas, and Remedies

The idea of peer teaching, interaction, and sharing is paramount. By establishing a low key atmosphere with a high intergroup relations, the exchange among participants becomes more productive.

3. The Information and Basic Skills Necessary for Application of ESL Techniques in Their Own Classes

Mainstream teacher utilization of some of the basic ESL techniques in their own classes would give continuity and an interdisciplinary flavor to the pupil transfer from the ESL to the mainstream class. This would allow for a smoother transition between classes with the resulting positive educational benefits.

4. An Opportunity to Develop Collectively a Systematic Approach to Teaching ESL Pupils in Mainstream Classes Utilizing Sound Linguistic Techniques

The key words are "systematic" and "linguistic techniques." What is being sought by this objective is to avoid a trial and error method and/or a pupil regression from the forward motion thrust of the ESL class.

5. An Introduction to English Linguistics (morphology and syntax) for Better Diagnosis of ESL Pupil Difficulty

ESL pupils made grammar errors in English which the teacher tries to correct. However, to correct errors in a systematic way requires a diagnosis of the basic generalized difficulty. A morphological and syntactical familiarization of English will greatly aid mainstream teachers in making the correct diagnosis and in presenting the best remedy.

6. The Development of a Self Evaluation Instrument for use in Lesson Planning

Moving from the theory to the application, this objective is intended to give mainstream teachers a model from which lesson plans can be designed.

Objectives for Guidance Counselors :

1. An Opportunity for Counselors to Acquaint Mainstream Teachers with the In-take Procedures and Scheduling Problems of Bilingual/ESL Pupils

Group interaction among counselors and mainstream teachers would help both groups to appreciate more fully

the roles of each. This counselor/mainstream teacher interchange would also enhance the team approach in solving pupil problems.

2. The Establishment of a Counselor/ESL Teacher/Mainstream Teacher "Instructional Pupil Placement Team"

This triumvirate concept would bring together all of the staff's professional talents for proper pupil placement.

Objectives For Administrators:

1. The Development of a Supervisory Evaluation Instrument by Administrators Together with Those Mainstream Teachers Who Will be Supervised

The idea of togetherness is crucial in developing this evaluation instrument. Most ideally, the supervisor and the supervisee should develop a mutually agreed upon instrument for instructional improvement.

2. The Acquisition of Administrative Support for Bilingual/ESL Education and the Required Supportive Service

By involving principals and supervisors in a program of this nature, the more likely the program will be supported by the administration of the individual schools.

Common Objectives For All:

1. A Functional Speaking Knowledge of Spanish for Establishing Communication with Spanish-Speaking Pupils and Parents

All participants were given an audio-lingual exposure to Spanish for basic communicative skills. The emphasis was on the basic social amenities and common school phraseology, all intended to help to put the Spanish-speaking pupil at ease.

2. An Exposure to Learning a Second Language With All of the Attending Problems and Frustrations

The Spanish course was conversationally oriented with a maximum flow of Spanish at a normal speaking tempo. Thus, all would be undergoing the same type of experiences that the ESL pupils undergo in the mainstream classes thereby producing a greater degree of sensitivity to and sympathy for the problems of the second language learner.

This "language shock" technique is based upon the Berlitz total immersion approach and the shock therapy of language learning of the original NDEA institutes of the 1960's, both of which proved quite effective in developing a greater appreciation for the plight of the second language learner.

3. An Hispanic Cultural Introduction to Puerto Rico, Colombia, and Costa Rica

The fact that most of the Hispanos in the city's school system come from these three areas, a cultural introduction to the two Latin American countries and

the Commonwealth of Puerto Rico was deemed most necessary for equipping mainstream teachers with the basic tools for effectively interacting with their Hispanic pupils.

4. The Development of Bicultural Model Learning Packets For Use in Mainstream Classes

These packets would span the spectrum ranging from such relatively simple subjects as the geography of the Caribbean to the complex concepts of Hispanic stereotypes and human relations. Mainstream teachers with Hispanic pupils in their classes are expected to teach their full complement of Anglo pupils while also providing for the unique needs of the Hispanos. This type of planning requires a tremendous amount of preparation and time to search for appropriate materials to provide a slow but effective integration of Hispanos and Anglos. The development of "Learning Packets" was intended to accomplish two goals: a) a bicultural experience for Anglos and Hispanos, and b) a ready made and locally produced lesson format with bibliography and ready references intended to redirect teacher energies towards more creative endeavors.

5. The Training of a Cadre of Professionals in Each of the Secondary Schools Who in Turn Will Act as Trainers of Their Own Staffs and Colleagues for More Effectively Dealing with the Bilingual/ESL Pupils in the Classroom, in the Offices, and in the Community

After the participants acquired the necessary knowledge, skills, and attitudes, they would return to their respective buildings and sow similar seeds among their colleagues both on a formal and informal basis. The focal point of this seed-sowing is based upon Morris Cogan's collegial interaction whereby behavioral changes on the part of the professional staff are best achieved through peer influence.

Administrative Decisions and Recruitment

Several decisions were necessary prior to the identification of the in-service participants. These decisions were made while keeping a balance between budgetary restraints and fulfillment of objectives.

1. Number of Sessions

Twenty sessions of two hour duration were judged sufficient. Each two hour session would meet weekly for a total of 20 weeks.

2. Number of Participants

The number of participants was limited to fifty. This number would insure adequate representation from each secondary school and would eventually provide the cadre nucleus in each school. It would also allow for some atrophy among the participants. The total number of participants would be divided into two groups to facilitate interaction.

3. Number of Teacher-Trainers

For ease of planning, the proximity factor, facilitation of decision-making, sufficient diversity of expertise, and planning ahead for small group interactions, it was decided to use three teacher-trainers. One of the three was the practitioner.

4. Mainstream Teacher Selection

Through experience and prior observations, the practitioner determined that the language arts, social studies, and practical arts departments are the immediate problem areas for the majority of Hispanos. Thus, the mainstream teachers which were selected for this program came from these three areas.

5. Identification of Mainstream Teachers

Having identified the curricular areas from which the mainstream teachers would be chosen, the next chore was to identify those mainstream teachers who were to participate. In order to maintain individual building sovereignty, school principals were asked to identify their teacher participants using the following guidelines:

- a. a superior teacher as judged by the principal.
- b. a teacher who wants to participate in the program.
- c. a teacher who, through past performance, has been willing to receive these Bilingual/ESL pupils into his classes and put forth the extra effort in providing some type of instruction compatible with the pupil's English ability.

- d. a teacher who, through past performance, has demonstrated a sincere and genuine professional manner in dealing with minority pupils.

It should be noted that although the program was voluntary, not all who had volunteered were selected and not all who were selected had initially volunteered. In addition, the first tallies showed more "selected volunteers" than were needed so that a waiting list was established in case there occurred a greater atrophy level than was anticipated.

6. Identification of Other In-Service Participants

For "de facto" insertion of this model into the seven secondary schools and for administrative cooperation, all seven principals and/or their assistants were invited to participate. In addition to the administrative staff, those guidance personnel who had been asking for this type of help for more effective communication and counseling of the Spanish-speaking pupils were also invited to participate.

7. Recruitment of Two Teacher Trainers

In addition to the practitioner, two other teacher trainers were needed. The following teacher trainer qualifications were established to aid in the selection process:

- a. should have Bilingual/ESL training.
- b. should know Spanish as a first or second language.
- c. should have a fundamental knowledge of linguistics.
- d. should be directly and actively involved in daily interactions with Hispanos.
- e. should have demonstrated a genuine sensitivity to the needs of Hispanos.

Using these guidelines, the two natural choices for these teacher-trainer positions were the two Bilingual/ESL teachers; one from each of the two high schools since they are the focal point in the pupils' transition from the ESL classes into the mainstream.

8. Establishment of the In-Service Schedule

There were two considerations in setting up the in-service schedule of 20 sessions. Coordination with the general school calendar was necessary so as not to schedule any sessions in conflict with already scheduled meetings and conferences. Secondly, all identified participants were surveyed to ascertain the most convenient meeting time for most. With this input, the schedule was established.

LESSON PLANS, MATERIALS, AND PROCEDURES

Prior to the actual in-service sessions, extensive plans and procedures were developed, some of which were modified later during the on-going evaluation phase. Lesson plans were developed for the three components of the workshop:

1. The Spanish Language Component
2. The Linguistic Component
3. The Cultural Component

In this section, each component will be discussed in depth to illustrate the extensive pre-planning necessary in giving so much to a few in so little time.

The Spanish Language Component

The problem in teaching Spanish to a group of teachers for a twenty session workshop was to select appropriate materials. Since no commercially prepared materials were available which had local relevancy, it was decided to develop a local "Survival Kit" for use by mainstream teachers (Appendix A). The reader should note that the "Survival Kit" also deals with Greek since part of the original ESAA grant was used to help mainstream teachers of Greek-speaking children.

The practitioner played a major leadership role in preparing

this kit for use as a text and beginning point in the Spanish language component. It was felt that intensive training in high frequency classroom expressions, attendance procedures, and home and school information would provide the mainstream teachers with sufficient knowledge to show the Hispano that they did, indeed, care. Furthermore, this basic training in language also would give the teachers the grammatical background to broaden their Spanish.

In addition to the "Survival Kit" as a written text, the entire kit was also taped to give the workshop participants an opportunity to practice the language at home, thereby reinforcing the visual with the audio for greater retention and learning.

Once the "Survival Kit" had been developed, the teaching methodology had to be decided upon. In order to give the mainstream teachers a similar language shock experience of the non-English-speaking pupil cast into an English-speaking high school, the linguistic approach to teaching was to be audio-lingual. Here the emphasis would be conversationally oriented, using the target language as much as possible. Induction would prevail over deduction with generalization being sought from the participants rather than being given by the teacher-trainers.

An interesting by-product, not intended, occurred. The

participants, in their zeal to learn the language in this capsulated form, developed their auditory senses to a greater level of efficiency. They became very aware of sounds (morphemes and phonemes) and most appreciative of the logic of the inflected Spanish endings, the language's structure, and the five vowel sounds as opposed to the multi-vowel sounds of English which cause such difficulty for the non-English-speaking pupil. This sensitivity and awareness enhanced their already empathetic feelings for the Hispanos.

This Spanish language component conducted via the audio-lingual method brought to the awareness stage the following principles of language learning:

1. We hear what we have become accustomed to hear and tend to substitute known sounds for new sounds. Thus, the need arises for help in hearing and reproducing sounds.
2. Normal speech cadence and volume provide a calm and less threatening atmosphere for the learner of a foreign language.
3. Pattern practice with a model to follow going from the simple to the complex with introduction of one concept at a time provides a maximum learning situation.
4. Just as we learned our own native language, oral proficiency should come before reading or writing. The entire audio-lingual approach has as its basis the acquisition of skills in the following order: listening, hearing, speaking, reading, and writing.
5. Lessons which center around the teacher's experience are more effective; thus, the use of the "Survival Kit" with locally relevant situations seemed most appropriate.

These general principles of language learning later became the basis for the participants' development of the Self-Evaluation Check List and the Supervisor's Observation Check List which will be discussed in the Evaluation Section of this practicum.

The Linguistic Component

As native speakers of English, even the highly educated are generally unaware of the systematic structure of English and the problems which are encountered by non-native speakers in learning our language. A mainstream teacher, in dealing with the Spanish-speaking pupil in his classroom must be 1) knowledgeable about the basic linguistic aspects of English, 2) acquainted with the general methods of ESL instruction and its application to his own subject area, and 3) reasonably skilled in diagnosing language difficulties and presenting his own curricular remedies. To accomplish these three goals, the Linguistic Component was divided into three sections:

- A. Technical Section.
- B. General Application Section.
- C. Case Study Section.

The content of each section will be discussed and illustrated with sample lesson plans and materials. No commercially prepared materials were used because most linguistic texts are too technical and boring for the average mainstream teacher and because we wanted

to explore only the linguistic highlights of English. The sequence of sections (technical-general-application-case study, was designed to go from teacher-trainer dominated to participant input, planning, interaction, diagnosis, problem-solving and resolution.

A. Technical Section

This section of the workshop provided the participants with a general overview of the basic consideration of the second language learner. Since each language has its own sound system and structure, the second language learner:

1. tends not to hear in the new language the sounds which do not occur in his native language.
2. tends to substitute from his own language sounds which approximate those of the new language.
3. needs assistance in hearing the new sounds and in reproducing them.
4. needs to hear and imitate a clear model of the language spoken without exaggerations of tempo, rhythm, intonation, and stress.
5. should understand that meaning is communicated through the pitch, pause, elision, stress, rhythm, tempo, and word order of the new language.
6. should have many opportunities to practice sentence patterns and correct forms of the new language in a systematic progression that builds each new segment on one already learned.
7. needs practice drills that provide numerous repetitions, essential in achieving automatic control and fluency in the new language.
8. needs to hear, repeat, and practice recurring patterns of forms and structures to gain automatic

oral control first and then insights and generalizations about the form and structure of English.

9. needs frequent opportunities to speak in the new language to apply what he has learned.

The teacher, in providing instruction for ESL pupils,

must:

1. be aware that children usually understand the new language before they are able and willing to express themselves in that language.
2. select structural patterns and vocabulary that stem from situations and experiences familiar to the learner and present them in context.
3. provide many activities that emphasize pattern practice as a means of developing the habit of proper work order and understanding of its relation to meaning and vocabulary.
4. present new words in context, drill them in isolation, and follow this with application of the use of these words in the same and other contexts.
5. provide opportunity for children to recognize known words that have new meanings in a new context. (Individual words often have multiple meanings.)
6. give correction and provide practice for accuracy of oral production.
7. provide for the development of auditory discrimination in correcting pronunciation of sounds, use drills of minimal pairs, and follow with the use of the words in context, e.g., I sit in my seat when I eat.
8. use many visual aids that arouse interest and maintain effort.

9. include in the lesson structures and vocabulary that are similar as well as those that are dissimilar to the learner's native language. Children can succeed more easily when the structures and vocabulary of English are similar to those in their native language. This success encourages them to attack the more difficult structures that are dissimilar.
10. use the aural-oral or audio-lingual approach. The pupil's first contact with the new language material is through the ear.⁶

Following these basic considerations of language learning, the technical linguistic aspect of language was presented. This portion included the following:

1. Phonemes - sound units of language.
2. Morphemes - smallest unit of speech which has some recognizable meaning or function.
3. Categories of Morphemes with some examples:
 - a. prefixes

precede	-	presume
contain	-	conduct
obtain	-	object
retain	-	reject
 - b. suffixes
 - (i) adjectives

ous	-	famous
	-	adorous
ic	-	cubic

⁶Bureau of Curriculum Development, Board of Education, City of New York: Publications Sales Office, 1971, pp. 1 - 2.

ic	-	metric
	-	volcanic
ful	-	peaceful
	-	faithful
	-	powerful

(ii) nouns

al	-	denial
	-	refusal
ure	-	departure
	-	failure
ment	-	achievement
	-	amusement
er	-	helper
	-	catcher

(iii) verbs

ize	-	liberalize
	-	equalize
en	-	darken
	-	cheapen

c. roots

tain	-	contain
	-	detain
	-	retain
form	-	conform
	-	reform

d. grammatical endings

(i) verbs

s (third person)

ing

ed

(ii) nouns

s (plural)

(iii) adjectives

er

est

4. Morpheme Variants

a. nouns

If a noun ends in a voiced consonant like /b/, /d/, /g/, /v/, /m/, /n/, the plural morpheme is /z/.

buy - buys

bug - bugs

seed - seeds

The voice /z/ is also used after vowels:

bee - bees

sea - seas

If noun ends in an unvoiced consonant, the unvoiced /s/ is used:

cat - cats

cup - cups

After the consonant sounds /s/, /z/, etc.,

the plural morpheme becomes /z/:

dish - dishes

witch - witches

- b. Verbs follow same pattern as nouns. Third singular /s/ is voiced after voiced consonant sounds:

read - reads

bed - beds

unvoiced after unvoiced consonants:

cut - cuts

speak - speaks

after consonant sounds /s/:

wish - wishes

catch - catches

5. Unpredictable Variants

a. nouns

ox - oxen

child - children

man - men

foot - feet

mouse - mice

sheep - sheep

b. adjectives

good - better - best

bad - worse - worst

c. verbs

drive - drove - driven

drives - driving

Following these technical morphological explanations, some learning exercises and questions were presented. Examples are:

1. How many morphemes are there in each of the following words:

a. comprehend	f. distribution	k. passable
b. legible	g. morpheme	l. illegible
c. indispensable	h. America	m. confer
d. oxen	i. vision	n. conference
e. construction	j. visual	o. difference
2. If we define adjectives and verbs as paradigmatic classes, what would be the reason for considering?
 - a. beautiful and excellent as belonging in a class different from that of adjectives like happy or smart?
 - b. ought or must in a class different from that of regular verbs?
3. -ness is a morpheme that converts adjectives into nouns (e.g., big/bigness.) Give at least two or more morphemes that serve the same function.
4. A change in the voicing of the last consonant sounds is a morpheme converting nouns into verbs (e.g., strife/strives.)

Give at least four more examples of this morpheme.

5. Give at least three examples of morphemes that are used to convert nouns into adjectives.

6. In the sentence - The shapely girl looked at him happily - the suffix (morpheme) "ly" is used twice. Is it the same morpheme both times?

7. What is the morpheme that is used to convert the noun permit to the verb permit? Give other examples of the same morpheme.⁷

Still within the framework of the Technical Section, English syntax was presented as a blueprint or pattern for work construction into sentences. The inflected endings of Spanish, a vestigial survivor from Latin, were discussed in terms of the implication for learning English and the crucial nature of word order in English to convey intended meaning.

Subsequent lessons dealt with the vowel sounds of English, focusing on front central and back vowels, and diphthongs. The participants, at this point, were duly impressed with the task faced by Spanish-speaking pupils whose language contains only five vowel sounds and who were forced to learn some fourteen variations of their five in order to learn English.

⁷Robert L. Politzer, Foreign Language Learning, Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970, pp. 44 - 50.

Major vowel and consonant sound problems for the Spanish-speaking pupil were introduced to the group using the City of New York's ESL/Bilingual Brochures⁸ as a guide.

This technical portion, which as indicated in the final participant evaluation proved to be the least palatable, was concluded after the teacher-trainers felt that the technical knowledge had been acquired along with a more sympathetic and sensitive feeling for the Spanish-speaking pupil who attempts to learn a language more complicated than his own.

The language learning concepts which were derived from this technical section were:

1. Learning a language as a native is very different from learning a second language through formal instruction.
2. All language has structure and knowledge of the structure is essential to provide effective language instruction.
3. A formalized and systematic approach is necessary for effective instruction and learning.

B. General Application Section

Equipped with the technical language concepts, the next step was to show methods of applying the linguistic and morphological skills for effective classroom use. The classroom teacher participants

⁸Board of Education of the City of New York, English-As-A-Second Language and Bilingual Programs, Problems in Understanding and Producing Sounds, Rhythm, and Intonation, 1969, pp. 1 - 3.

developed some guidelines for building an orderly sequence of lessons going from listening to the speaking to the reading to the writing phases. These guidelines were:

1. Use uncomplicated syntax.
2. Avoid double meanings and exceptions to the rules.
3. Avoid idiomatic expressions.
4. Use models and pattern practices as a basis for habituating new concepts.
5. Show similarities and differences between Spanish and English with similarities presented first.

In implementing these guidelines, the following syntactical procedures for oral and written language instructions were presented:

1. Replacement Procedures

- a. Noun replacement: Simply substitute one noun for another:

The child came late. The boy came late.

I saw the man. I saw the dog.

- b. Pronoun replacement: Replace a noun by a pronoun or a pronoun by another pronoun:

I saw the man. I saw him.

We saw the man. They saw the man.

- c. Verb replacement: Replace one verb by another:

Charles sees the boy. Charles knows the boy.

Robert will follow orders. Robert will understand orders.

- d. Adjective replacement: Replace one adjective by another:

My good friend knows the answer. My old friend knows the answer.

Charles is lazy. Charles is intelligent.

- e. Adverb replacement: Replacement of one adverb by another:

Robert works continuously. Robert works slowly.

Charles arrived late this morning. Charles arrived early this morning.

2. Basic Expansion Operations

- a. Verb expansion: By this operation we simply make the verb bigger:

Robert works all the time. Robert has worked all the time.

Robert works all the time. Robert should work all the time.

Robert works all the time. Robert is working all the time.

Robert ought to work. Robert ought to have worked.

- b. Adverbial expansion: This involves adding to the verb part of the sentence by adding an adverb or adding to an already existing adverb

Charles sings. Charles sings beautifully.

Charles sings every day. Charles sings beautifully every day.

- c. Noun expansion: This operation involves adding to the noun by various means; the most common are by using additional modifying adjectives or by prepositional expressions:

My friend is here.

My good friend is here.

I know that old man.

I know that good, wise old man.

The boy is here.

The boy with the papers is here.

3. Simple Transformations

These changes involve not just a replacement or expansion of the existing grammatical structure but a change in the structure itself. The most important of these simple transformations are:

a. Verb transformation

I speak to Charles.

I spoke to Charles.

We know the answer.

We knew the answer.

b. The negative transformation: This involves making a positive statement negative:

Charles understands me.

Charles does not understand me.

Charles can write.

Charles cannot write.

c. The interrogative transformation: Making a statement into a question:

Charles understands me.

Does Charles understand me?

Charles can write.

Can Charles write?

d. The passive transformation:

The man beats the boy.

The boy is beaten by the man.

The detective followed the man.

The man was followed by the detective.

4. Subordinate Clause Operations

These might also be called the "replacement-transformation" procedures, since what is involved in using the subordinate clause is a transformation as well as a replacement.

a. Noun clause expansion

this is true
the truth is obvious

that this is true
that this is true is obvious

We understand his
objection.

That we understand his
objection.

I doubt our understanding. I doubt that we understand his objection.

b. Adverbial clause expansion: In this procedure a sentence is transformed into an adverbial clause and then fitted into the place of an adverbial modifier.

The moon was shining.

While the moon was shining.

Charles worked late.

Charles worked while the moon was shining.

c. Relative (adjectival) clause expansion: Here the subordinate clause is fitted into the place that could have been occupied by a noun modifier:

Charles is my good old
friend.

Who is my good old friend?

Good old Charles didn't
come.

Charles, who is my good old friend, didn't come.⁹

⁹Politzer, op. cit., pp. 146 - 150.

While the syntactical procedure implementation was in progress, examples of the use of models and pattern practice as a basis for habituating new concepts was progressing in the Spanish language component. Here the participants were undergoing the same sequential build-up in SSL (Spanish-As-A-Second-Language) as the pupils in ESL (English-As-A-Second-Language.)

In Spanish, they were exposed to the following techniques of ESL instruction:

1. Adjective and noun and verb replacement.
2. Paired Substitutions.
3. Progressive Substitutions.
4. Free Completion.

Comparative analyses of Spanish and English were made in the Spanish Language Component, going from the simple and the similar to the more complex and dissimilar in order to illustrate, again, the need for a sequential, systematic, linguistically sound language learning lesson.

C. Case Study Section

This final section of the Linguistic Component proved more popular and rewarding because it provided an atmosphere for total participant interaction, mutual problem-solving, brainstorming, idea exchange and peer teaching. Each participant was asked to present a current case study problem to the group. Various formats were used for the case study presentations.

1. Sample Writing

Some participants submitted copies of their pupils' written work for syntactical and morphological analysis. Writing problems were diagnosed and remedies offered.

2. Formal Case Studies

Some participants presented case studies of problem ESL pupils, giving a synopsis of all pertinent data such as family background, achievement level, attendance records, etc. Generalizations were offered, suggestions made, and prescriptive remedies devised to effect greater academic achievements.

3. Video Tapes

Some participants video-taped phases of school life involving ESL pupils. Speech and comprehension problems were diagnosed with prescribed remedies. In addition, this type of format also gave the participants an opportunity to offer constructive suggestions to the teacher in terms of the self-evaluation guidelines which will be discussed further on in this practicum.

This section, in addition to creating the most enthusiasm through group interaction, gave each member of this group (classroom teachers, counselors, and administrators) an opportunity to present

his own case problem which, in turn, developed a greater appreciation for each other's role in the total school system. It was this final section which united all into a dynamic action-oriented group where all were intent upon helping the ESL pupil by utilizing the roles of the others.

The Cultural Component

As was previously stated, the Hispanos of Norwalk are from Puerto Rico, Costa Rica, and Colombia. Thus, a cultural overview of these two Latin American countries and Puerto Rico was presented to give the participants a sympathetic understanding of Hispanic heritage.

In an effort to make full use of teacher talent and efficient utilization of materials, the practitioner decided to offer this cultural component through the media of Learning Packets. Locally prepared Learning Packets were used to introduce culturally Puerto Rico, Costa Rica and Colombia to the in-service participants. These Learning Packets subsequently could be used by the mainstream teachers as mini-units for their own classes. Thus, another impetus was given to follow-up in the various secondary schools.

Completely independent of the in-service workshop, but while the practitioner served as liaison for workshop input, the practitioner enlisted the expertise of five staff members to prepare two Learning

Packets for both in-service presentation and later classroom use.

The Learning Packet entitled "Geography of the Caribbean and Central America" (Appendix B) was formulated for the middle school level. The second packet entitled "Group Stereotyping: Use and Misuse" (Appendix C) due to its sophisticated nature and areas of sensitivity, was devised primarily for use at the senior high school level.

In both packets, inquiry was used as the technique so as to elicit a maximum amount of discussion, interaction, questioning, and eventual revelation. It was most interesting to note that during the in-service workshop session, the participants were extremely pleased and excited in discussing the contents of both packets. They felt that they not only had ~~learned~~ earned a great deal about Hispanic heritage, but also had a practical instrument as a guide for a unit's work.

Another portion of this cultural component made use of the native Hispanos who were employed by the Norwalk Board of Education as teacher aides. Several of these para-professionals from Puerto Rico, Costa Rica, and Colombia were invited to a workshop session to give their feelings and ideas on such topics as:

1. Differences in living conditions between the United States and Puerto Rico, Costa Rica, or Colombia.

2. The family unit.
3. Women's roles.
4. Citizens (in the case of Puerto Ricans) and non-citizens.
5. What Hispanos find most pleasant about the schools and most unpleasant.
6. What teachers can do to help.

This type of interaction gave the participants on-line experience and first-hand insight into the cultural shock of Hispanos entering our schools.

Resource Person

In order to provide an on-line aid to the participants in their own classrooms and offices and as a practical application to principles discussed in the workshop, the practitioner recruited a resource person to be available for helping mainstream teachers. This person, upon invitation of the mainstream teacher, counselor, or administrator, made herself available to assist in diagnosing academic and behavioral problems and suggesting remedies regarding the Hispanic pupils. To accomplish this, a Request For Resource Person form was devised (Appendix D.)

The frequency of use of the resource person among the workshop participants was somewhat less than had been projected. The reasons given by the participants were:

1. There was ample opportunity at the workshop sessions to present and discuss actual classroom problems.
2. The resource person had been invited to one workshop session where she gave an excellent presentation on individualized instruction with Hispanic pupils.

Nevertheless, despite the low frequency of use, the resource person played an additional supportive role in training these participants for becoming a cadre of teacher-trainers in their own buildings.

INSTRUCTIONAL PUPIL PLACEMENT TEAM

As the workshop sessions progressed, it became evident, as indicated by the problems presented and questions asked, that some formalized structure was needed to approach the variety of problems experienced by the Hispanos in a mainstream class. As a direct outgrowth of this expressed need, the practitioner developed the idea of the Instructional Pupil Placement Team (IPPT.) The IPPT would be used to diagnose language disabilities and to prescribe corrective/remedial instruction. The team at the building level would consist of:

1. The chairman of the foreign language department
(because of the interdisciplinary and bicultural concepts which exist between the Bilingual/ESL and the foreign language departments.)
2. The ESL and/or bilingual teacher.
3. The counselor of the pupil.
4. The appropriate mainstream teacher(s).
5. The principal, housemaster or assistant principal.
6. A representative from the school's Learning Center.
(The Learning Center is an integral part of each school. It consists of staff members who specialize in teaching pupils who are learning disabled, functioning significantly below grade level, socially maladjusted, mentally retarded or emotionally disturbed.)

The procedure for an IPPT meeting would be as follows:

1. Whenever any mainstream problem with an Hispano appears to be causing some distress, any member of the IPPT may request a meeting by filling out a Referral for Services Form (Appendix E.)
2. The ESL teacher would receive the referral and invite the appropriate team members to a conference. It should be pointed out that not all problems required the attendance of all team members. The ESL teacher would make this judgment in her role as chairman of the IPPT.
3. At the conference, minutes would be kept which would include those present, a summary of the problem, and suggested resolutions.
4. In some cases, parents and pupils would be invited also. However, in all cases, parents would be advised through receipt of a copy of the minutes.

This procedure was well received by the participants because it satisfied their need for a more structured manner in dealing with mainstream problems. Furthermore, it required written records which would be kept for purposes of viewing progress and teacher planning from year to year.

PRACTITIONER INPUT

During the fifteen months of concentrated activity, the practitioner devoted countless hours to complete this practicum. These activities are summarized as follows:

15 mcs. 1

1. Participated in many pre-practicum sessions to write the original ESAA grant which funded the in-service program.
2. Conferred with regional Health, Education, and Welfare representatives regarding the grant.
3. Traveled to regional Health, Education, and Welfare Headquarters in Boston to seek aid and advice regarding the grant.
4. Participated in many community/parent/staff Advisory Councils before, during, and after the grant as a secondary school resource person.
5. Developed the "Survival Kit" (Appendix A)
6. Conferred regularly with the project director of the grant.
7. Developed the objectives and the format of the workshop.
8. Carried out all the necessary administrative duties for the workshop implementation.
9. Developed the guidelines for participant selection.

10. Recruited two teacher-trainers.
11. Established the actual in-service schedule.
12. Developed lesson plans and procedures before and during the workshop.
13. Developed the "Instructional Pupil Placement Team" concept (Appendix E).
14. Helped to develop Learning Packets as a follow-up adjunct (Appendices B and C.)
15. Conducted the actual workshop sessions with the two selected teacher-trainers.
16. Developed and provided all necessary materials for these workshops.
17. Acted as a central clearing house for all Bilingual/ESL workshop information and follow-up.
18. Designed the evaluation procedure and developed the evaluative instruments.
19. Compiled and analyzed all evaluation results.
20. Conferred and planned regularly with the two teacher-trainers.
21. Visited mainstream teachers' classes for viewing on-line implementation of workshop techniques.
22. Designed and implemented the follow-up.
23. Evaluated the total impact of the model.
24. Shared all aspects of the workshop with the local and state educational communities.

EVALUATING THE PRACTICUM

Before embarking upon any discussion regarding the actual evaluation of the workshop results, some attendance figures about the twenty sessions need explanation in order for the reader to understand better the statistical results and analysis of some of the instruments used in the evaluation process.

The workshop began with forty participants which included teacher-administrative-guidance personnel from all seven secondary schools (five middle schools and two high schools.) By the sixth session, the number had decreased from the original forty to thirty-four through normal attrition. Also by the sixth session, the workshop had generated enough interest among other staff members that fifteen petitioned to be allowed to enter. Because of this expressed interest on the part of the staff, nine were allowed to enter the program at the eighth workshop session.

Thus, as the reader peruses the evaluation results in this section, he should keep in mind that the ORIGINAL GROUP results apply to the original forty participants who entered the program at workshop session number one. The NEW GROUP results apply to the nine who entered the program at workshop session number eight.

On-Going Evaluation

On-going and continuous evaluation throughout the entire in-service

program was deemed necessary as a primary prerequisite for a successful workshop. This was accomplished at the end of each session by having all workshop participants complete a prepared questionnaire - ESAA WORKSHOP EVALUATION SHEET (Appendix F.)

All of these evaluation sheets were reviewed at the end of each session and subsequent sessions were modified as per the suggestions and comments. This type of immediate feedback and modification, based on Provus' Discrepancy Evaluation Model, gave the teacher-trainers great insights into the quality of the materials being presented and what types of activities were best suited to the needs of those participating in the workshop.

Self-Evaluation

The main theme throughout the workshop centered upon the need for staff to facilitate the transition of the Hispano from the relatively sheltered and structured living of the ESL class into the bewildering mainstream class. With this need most evident, and as the initial information-giving sessions of the workshop were presented, the practitioner directed the group into developing a SELF-EVALUATION CHECK LIST FOR MAINSTREAM TEACHERS OF ESL PUPILS (Appendix G.)

This Self-Evaluation Check List would be used by staff in planning their lessons and in decision-making as to the best course of action in dealing with the Hispano. This type of self-evaluation

would be on-going with the individual staff member deciding upon its applicability to various situations. No attempt was made to tabulate statistical results on frequency of usage. The fact that the creation of this check list was accomplished by grass roots input assumes its usage by those who helped create it.

Supervisory Evaluation

As an outgrowth of the Self-Evaluation Check List, a CHECK LIST FOR SUPERVISORY OBSERVATION OF ESL AND MAINSTREAM TEACHERS (Appendix H) was developed by the group. Given the fact that teachers are subject to supervisory observations, the practitioner felt that direct input by those to be supervised into a document to be used by the supervisor would make for an instrument most effective to improve instruction. The check list, which takes its philosophical base from Morris Cogan's *Clinical Supervision*¹⁰ is simply a description of what is seen without the introduction of the superfluous adjectives, trite educational jargon, and prejudicial value judgments.

As in the case of the Self-Evaluation Check List, it was not the practitioner's intention to garner any statistics on the use of this instrument. Suffice it to say that grass roots input into a document of this nature will de facto insure its potential to improve instruction.

¹⁰ Morris L. Cogan, Clinical Supervision, Boston, Mass.: Houghton Mifflin Co., 1973.

Bilingual/ESL Pupils' Reactions

As an integral part of the evaluation of the in-service program, the practitioner provided opportunity for input reactions from those Bilingual/ESL pupils in the mainstream classes of workshop participants. Cognizant of the impersonalization of the formal questionnaire approach, the practitioner decided to seek pupil reactions from the participants as an on-going routine throughout the entire in-service program.

Thus, incorporated into the workshop format was a definitive philosophy which espoused the need for constant pupil input to be gleaned by the participants in an informal, subtle, and non-threatening manner. At each session, all participants were encouraged to share their pupils' reactions with the group. These pupil reactions were brought to the workshop sessions in three different ways:

1. Participant Narration or Reporting

In this manner, the participants simply reported to the group some of their observations regarding Bilingual/ESL pupils' reactions to the new skills, knowledge and attitudes of their mainstream teachers, counselors or administrators.

2. Compositions

As the word of the in-service program quickly had permeated the pupils' ranks, there were many questions,

comments, and reactions. Thus some of the participants had encouraged their Bilingual/ESL pupils, as a regular writing assignment, to react to their teachers' "going back to school" to learn Spanish and something about Hispano culture.

3. Video Taping

Some input was obtained from video tapes of classroom situations where pupils discussed their reactions to the fact that their teachers were "going back to school." The following represent a synopsis of the pupil reactions as reported at the workshop sessions:

- a. The pupils were pleased that their teachers would take the time to improve their Hispanic understanding.
- b. The pupils felt that they were "important" as an Hispanic resource person to help the teacher.
- c. The pupils viewed the teachers in a more positive manner.

Without doubt all input indicated positive reactions among the pupils. With such a solid and positive pupil-teacher rapport, the probability of instructional improvement for the Hispano in mainstream classes may be logically and correctly inferred.

Pre-Test/Post-Test (Linguistics)

During the extensive planning period prior to the workshop

sessions, the practitioner devised a true/false pre-test which dealt with the basic linguistic concepts of English and their applicability to teaching ESL. This pre-test of Basic Considerations of Second Language Learning (Appendix I) was administered at the first workshop session and at the last session as a post-test. The Pre-Test/Post-Test results (Table 1) follow.

Table I
PRE-TEST/POST-TEST RESULTS
TRUE - FALSE
(20 points per test)

PRE-TEST (Original Group)				POST-TEST (Original Group)				POST-TEST (New Group)			
SCORE	# of PEOPLE	TOTAL SCORE		SCORE	# of PEOPLE	TOTAL SCORE		SCORE	# of PEOPLE	TOTAL SCORE	
9	X 3	= 27		11	X 1	= 11		11	X 1	= 11	
10	X 1	= 10		12	X 1	= 12		12	X 1	= 12	
11	X 5	= 55		14	X 2	= 28		13	X 1	= 13	
12	X 3	= 36		15	X 6	= 90		15	X 2	= 30	
13	X 6	= 78		16	X 3	= 48		16	X 3	= 48	
14	X 8	= 112		17	X 7	= 119		17	X 1	= 17	
15	X 4	= 60		18	X 3	= 54		19	X 1	= 19	
16	X 3	= 48		19	X 4	= 76		20	X 1	= 20	
17	X 2	= 34		20	X 6	= 120					
	35	460			33	558			11	170	
$460 \div 700 = 65.7\%$				$558 \div 660 = 84.5\%$				$170 \div 220 = 77.2\%$			

The total percentage score is calculated as follows:

- A. 35 participants took the test.
- B. Each test was worth 20 points.
- C. $35 \times 20 = 700$
- D. Thus, 460 (total number of points earned by all) divided by 700 (total possible number of points attainable) equals 65.7%.

NOTE: There are no pre-test results for the new group because they were not in the program at the first session.

True-False Analysis

The True-False Pre-Test and Post-Test were exactly the same and sought to give some measure of the participants' familiarity with basic Bilingual/ESL concepts. The pre-test was given during session #1, collected and discussed only insofar as there were questions by the participants. During the course of the ESL component, basic concepts were discussed and identified as having appeared on the pre-test.

The original group's 20% increase (65.7% to 84.5%) would appear to give sound statistical evidence of their increased familiarity with ESL concepts.

The new group's post test score of 77.2% (they were not present to take the pre-test) although showing some increase from the 65% of the original group's pre-test, did not equal the original group's progress. This discrepancy appears due to their late entrance into the program after the bulk of the linguistic concepts had been discussed. However, the significant factor is that there was an increase in concept familiarity.

Pre-Test/Post-Test (Case Study)

The Pre-Test Case Study (Appendix J) and the Post-Test Case Study (Appendix K) were not the same. However, both case studies were designed to measure the participants' ability to utilize and incorporate effectively sound and basic ESL concepts in their

dealing with and planning for the Spanish-speaking pupil. In essence, the practitioner was attempting to measure the degree of success in transferring theory into practice. The pre-test was administered during session #2 and the post-test during the last session. The results (Table 2) follow.

Table 2

PRE-TEST/POST-TEST RESULTS
CASE STUDY
(40 points per test)

PRE-TEST (Original Group)				POST-TEST (Original Group)				POST-TEST (New Group)			
#of		TOTAL		# of		TOTAL		# of		TOTAL	
SCORE	PEOPLE	SCORE		SCORE	PEOPLE	SCORE		SCORE	PEOPLE	SCORE	
16	X	2	= 32	28	X	1	= 28	26	X	1	= 26
17	X	1	= 17	30	X	3	= 90	30	X	1	= 30
18	X	3	= 54	31	X	1	= 31	31	X	1	= 31
19	X	1	= 19	32	X	3	= 96	32	X	1	= 32
20	X	3	= 60	33	X	2	= 66	33	X	2	= 66
21	X	5	= 105	34	X	4	= 136	34	X	1	= 34
22	X	4	= 88	35	X	7	= 245	35	X	4	= 140
23	X	1	= 23	36	X	3	= 108	Total	11	359	
24	X	4	= 96	37	X	3	= 111				
25	X	5	= 125	38	X	4	= 152				
26	X	5	= 130	39	X	1	= 39				
27	X	1	= 27								
28	X	1	= 28	Total	32	1,102					
33	X	1	= 33								
35	X	2	= 70								
Total		39	907								
907 - 1,560 = 58.1%				1,102 - 1,280 = 86.0%				359 - 440 = 81.5%			

The total percentage score is calculated as follows:

- 39 participants took the test.
- Each test was worth 40 points.
- $39 \times 40 = 1,560$
- Thus, 970 (total number of points earned by all) divided by 1,500 (total possible number of points attainable) equals 58.1%.

Case Study Analysis

The results seem to illustrate conclusively that the participants increased in their ability to practice and utilize ESL concepts; 58.1% to 86%. The new group's overall rating is also significantly indicative of the practical application of linguistic theory. These results are most gratifying in that they represent a positive and definitive transfer of the theoretical to the practical for eventual better pupil performance. Implicit in the statistics is an overall general increase in the "simpatico-ness" of the participants' attitude toward the second language learner.

Workshop Evaluation Questionnaire

The practitioner designed a Workshop Evaluation Questionnaire (Appendix L) to measure the effectiveness of the workshop upon the participants. Specifically, the practitioner wanted to measure the degree to which each of the originally stated objectives had been achieved. In addition, some measure was sought as to how the participants rated various phases of the workshop (refer to the section entitled, "How Do You Rate" in Appendix L.) Finally, comments and suggestions were solicited for future reference. The results of the Evaluation Questionnaire (Table #3) follow.

Table 3

EVALUATION QUESTIONNAIRE RESULTS

		A		B		C		D		E	
		ORIG	NEW	ORIG	NEW	ORIG	NEW	ORIG	NEW	ORIG	NEW
<u>MAINSTREAM</u>											
Item	#1	5	2	10	2	4	2	2	1	-	1
	2	3	-	11	3	4	3	1	1	2	1
	3	7	2	8	5	5	1	-	-	1	-
	4	3	2	6	2	5	3	5	1	-	2
	5	2	-	6	1	6	4	4	2	3	1
	6	2	-	5	2	8	4	1	1	5	1
	7	1	-	12	3	7	2	-	3	1	-

<u>COUNSELOR</u>											
	1	3	1	1	-	1	-	1	-	-	-
	2	2	1	2	-	2	-	-	-	-	-
Adm.	1	3	1	5	-	-	-	-	-	-	-
	2	6	1	2	-	-	-	-	-	-	-
All	1	10	3	13	3	3	4	7	-	-	-
	2	27	7	4	3	2	-	-	-	-	-
	3	10	4	14	3	5	3	2	-	2	-
	4	4	2	12	3	7	3	3	1	7	1

<u>HOW DO YOU RATE</u>											
	1	18	6	9	3	3	1	-	-	1	-
	2	16	5	12	4	3	1	2	-	-	-
	3	14	4	10	3	5	2	3	1	1	-
	4	6	3	15	2	6	1	1	2	5	-
	5	19	3	4	3	9	3	1	1	-	-
	6	12	3	11	3	7	2	2	2	1	-

Evaluation Questionnaire Analysis

Mainstream Teachers' Objectives: (Refer to Appendix L)

The mainstream teachers generally indicated their satisfaction with the achievement levels of those objectives specifically designed for the mainstream.

Item #6 which called for the development of a self-evaluation instrument for use in lesson planning was given an E rating by six out of the twenty-nine mainstream teachers who responded. It must be interpreted to mean that these six people simply did not agree with the self-evaluation instrument since one was actually developed and the results were disseminated among the participants (Appendix G.)

Counselors and Administrators' Objectives: (Appendix L)

The seven counselors and ten administrators obviously were pleased with attainment of objectives since most items were rated in the A and B categories.

Objectives for All (Appendix L)

One of the four objectives developed for all participants was given an E rating by eight out of the forty-two who responded (item #4 - to train you as a cadre of staff to in turn act as trainers of colleagues in your own schools.) Their feelings of inadequacy are easily understood and adjustments will be made

at the subsequent workshops and in the follow-up to develop more fully their self-confidence.

Item #2 (to appreciate more fully the problems and frustrations of learning a second language) appeared to be the best attained objective of all with thirty-four of the forty-three responding giving it an A rating. This certainly is an important objective in promoting better human relations among people.

How Do You Rate: (Appendix L)

Objective #4 which dealt with the relevance of the linguistic portion was not as well received or attained as the others. The linguistic portion did create some problems among the participants and because of the general dislike for this technical aspect, the morphological and syntactical presentations were revised and reduced at that time. Feedback from the participants indicated that as "generalists" the linguistic portion was a low priority item because they had access to the "specialist," the ESL instructor, in case of linguistic problems.

The general rating of the entire workshop (item #6) is viewed as most significant in that twenty-nine out of the forty-three who responded gave it an A or B rating.

M

Summary of Comments:

Each participant, in addition to rating the attainment level of the workshop objectives, also was given an opportunity to comment. The comments are summarized below in four categories and an analysis is made.

1. General Comments

- a. An excellent workshop.
- b. A good working group with good communication.
- c. Program should be continued next year.
- d. Keep up the good work.
- e. Program was most rewarding, enlightening, humbling and effective.

Analysis

The general comments were, for the most part, extremely positive. Only four negative comments were given in a constructive way which showed genuine concern for future improvement. There was no indication whatsoever that the workshop sessions had been a "waste of time." These comments verbalized the excellent general rating given to the workshop under item #6 - How Do You Rate.

2. Comments - ESL Component

- a. Morphemes and phonemes need more practical explanations.
- b. Too much time was spent on philosophic base of ESL teaching.

- c. More time should be spent on analyzing speech and linguistic problems.
- d. Technical discussion of phonemes, etc., and the discussion of technical structure of English were unnecessary.

Analysis

During the early part of the workshop, there appeared to be a great deal of resistance to the linguistic instructional portion. The instruction was modified and explanations were offered as to the need for some linguistic familiarity. The mid-point modifications appeared to satisfy most participants as evidenced by the lack of strongly worded suggestions/comments.

The practitioner disagreed with the few specific comments which indicated that the linguistic aspect was unnecessary. He believes that the analysis and diagnosis of language problems dictate a need for some linguistic knowledge. In order to deal with the more practical on-line problems a solid philosophical base of ESL teaching is needed by mainstream teachers.

- e. More case study interactions and problem-solving lessons with more concrete activities and suggestions are needed.
- f. Similar subject area teachers ought to pool their resources.
- g. More use of actual ESL pupils' work for analysis and diagnosis is needed.

Analysis

The entire group was most pleased and enthusiastic about the case study/participant interaction sessions where ideas, solutions, and remedies were suggested. The practitioner agrees that some small group work should be done involving "similar subject area teachers" and that the case study approach should be expanded to allow ample time for complete coverage of all discussion topics.

However, the practitioner also feels that the mixing of dissimilar subject area teachers such as English and Industrial Arts does have benefits and he would continue to mix teachers for demonstrating an interdisciplinary type approach.

- h. Give written homework or some sort of outside assignments.
- i. A comprehensive syllabus should be developed.
- j. Home work should be a prerequisite.

Analysis

By design, any formal homework or written assignments was omitted on the basis that busy and conscientious people who were interested in the workshop would have plenty to do implementing some of these workshop concepts without the additional burden of homework assignments. In addition, it

seemed reasonable to assume that whatever work had to be done outside of class would have been done by this professional group without specific direction, urging, and reporting back to the class. It was felt that this type of atmosphere would be most conducive to genuine learning and enlightenment. However, in view of the comments, this stand will be modified and specifics for those who volunteer will be given out. Thus, homework will become a matter of individual preference and conscience.

3. Comments - Cultural/Community Portion

- a. Counselors need more specific help regarding community resource people to help bridge the cultural gap.
- b. ESL portion was excellent and helpful in understanding the problem of the non-English-speaking pupil.
- c. More time should be spent on a sociology course of sorts to study the entire Hispanic family unit for a deeper realization of problems with which pupils must cope.

Analysis

The cultural community portion was an integral part of the ESL component and stirred enough interest to give general impetus to making the above comments. While some effort was made to explore the cultural community implications through the use of Learning Packet #1, the time spent was inadequate.

The practitioner felt that these suggestions were valid. Thus, future workshops will include a greater portion of time devoted to the cultural community problem to satisfy the concern expressed by these participants.

4. Comments - Spanish Component

- a. Choral recitation gives one more confidence.
- b. Language is an excellent way to give teachers the same feelings of a non-English-speaking pupil in the class; the feeling of being completely lost and bewildered.
- c. Spanish lessons were too spread out. These should have more frequent sessions for better continuity and retention.
- d. The Survival Kit presented was very useful information.
- e. A slower pace and more programmed instructional methodology is needed.
- f. Too much was covered in too short a period of time.
- g. This component was an enjoyable experience but the amount of time spent was insufficient.

Analysis

The frequency of exposure appeared to be the greatest problem. The aural-oral approach dramatically demonstrated the plight of the second language learner.

The practitioner agreed with the consensus that more frequent sessions were needed and will modify the model to accomplish this goal.

Spanish Language Evaluation

In order to obtain some measurement regarding the effectiveness of the Spanish language component of the workshop, a Spanish test was administered at the conclusion of the workshop sessions. The test, designed by the teacher-trainers under the direction of the practitioner, was intended to test primarily the degree of improvement in the participants' listening comprehension ability. The results of the Spanish test (Table #4) follow:

Table #4

SPANISH TEST RESULTS

(100 points per test)

<u>Original Group</u>		<u>New Group</u>	
<u>Score</u>	<u># of Pupils</u>	<u>Score</u>	<u># of Pupils</u>
59	1	71	1
60	1	76	1
66	1	77	1
68	1	78	1
69	1	80	1
70	1	82	1
73	1	90	1
75	2	95	1
76	2	96	1
78	1	98	1
79	4	<u>100</u>	<u>1</u>
81	2	943	11
83	4	$943 \div 1100 = 85.7\%$	
87	3		
89	1		
90	3		
93	1		
<u>96</u>	<u>1</u>		
2464	31		
$2464 \div 3100 = 79.4\%$			

Spanish Test Analysis

For the twenty Spanish lessons with the original group who knew no Spanish, the 79.4% achievement factor is fantastic when one considers the time-spread of eight months, no test book, no homework and complete reliance on classroom presentation.

An additional contributing factor to this Spanish language achievement was the bilingual setting in some of the schools which gave the participants an opportunity to practice and habituate the conversational portion.

The new group's higher achievement level is attributed directly to the fact that 50% of these participants entered the program with a more than elementary Spanish language background.

These results are in agreement with the participants' self-ratings on the Workshop Evaluation Sheet which indicated that thirty-five out of forty-one rated themselves A, B, or C in acquiring a functional speaking knowledge of Spanish for basic communication (Appendix L - Objectives for All, Item #1.)

FOLLOW-UP

Number of Participants

When the in-service program began in the 1973-74 school year, there were forty participants who attended the initial sessions. By the sixth session six had dropped out, thereby decreasing the number of participants to thirty-four. Because of the citywide interest generated by these initial sessions, other secondary staff members had requested entry to the workshop and had been placed on a waiting list. At the eighth session, nine were selected from the waiting list and invited to participate, thereby bringing the total number of participants to forty-three. These forty-three people remained with the in-service program until its conclusion in June, 1974.

When the school reopened in September, 1974, the forty-three participants had decreased to forty because three had left the system for other positions. Of this forty, four had been either transferred or had a position change so that they were in buildings with little or no problems with Hispanos in the mainstream. Thus, for purposes of follow-up, the practitioner had a potential cadre of thirty-six to procreate the workshop efforts within their own buildings.

Plan of Action

The worth of any in-service program may be measured by the on-line implementation of its objectives following the training. The implementation of new skills, knowledge, or attitudes gleaned from the training needs prodding and encouragement by someone genuinely interested in its educational value; in this case, the prodder and encourager was the practitioner.

The formal training sessions ended in May, 1974. During the summer vacation, the following plan of action was developed to prod and encourage the participants to utilize their new skills, knowledge, and attitudes, to enlist the aid of their professional colleagues in becoming more empathetic to the problems of Hispanos in an Anglo school, and to impart some of these new skills, knowledge, and attitudes to their colleagues.

To accomplish this end, the practitioner sent out a series of communications. The purpose and summary of each communication follows:

Communication #1: This first communication served as an initial encouragement to all participants to begin the follow-up. It suggested four areas of involvement by asking each to:

1. Select a Spanish-speaking pupil as a case study.
2. Use the workshop materials as a basis for interaction. (copies of all these materials were attached to the communication and can be found in Appendices.)
3. Maintain a log on file on this pupil.
4. Contact other staff members to help this pupil succeed.

Communication #2: This communication sought to get reactions from the participants in order to complete the feedback loop between participants and the practitioner. It was designed as a short answer questionnaire to get a general overview of the present impact of the previous school year's workshop.

Communication #3: Judging by the feedback of Communication #2, it appeared that many things were happening in the secondary schools. Therefore, this communication was to call a general meeting of the participants for a progress report and mutual idea exchange session. This meeting was called on a regular in-service day to give it substance and equality with the regular on-going in-service program of the city.

Communication #4: Some of the participants suggested that a check list of OBSERVABLE LANGUAGE PROBLEMS be developed for use by

mainstream teachers. Others had asked if they could invite some of their colleagues, who were not workshop participants, to the general session. Therefore, this communication served two purposes:

1. It requested all to submit input regarding their suggestions for OBSERVABLE LANGUAGE PROBLEMS.
2. It gave an open invitation to all who were interested to attend the general session.

Communication #5: Further participant feedback suggested that input for OBSERVABLE LANGUAGE PROBLEMS also be sought from the Bilingual/ESL teachers. Therefore, this communication was used to solicit their reactions.

Communication #6: Minutes of the general session were kept and reported to all workshop participants to maintain a continuous communication loop.

Communication #7: From the participant input, the practitioner constructed a check list of OBSERVABLE LANGUAGE PROBLEMS (Appendix M.) This communication served to distribute this check list to all. It was suggested that this check list could be of help to all mainstream teachers in 1) identifying language problems, 2) seeking methods of remediation, and 3) using the Instructional Pupil Placement Team (Appendix E) concept as the in-school vehicle for remediation.

Communication #8: The practitioner designed and distributed

a final questionnaire to measure the total impact of the in-service program upon the school system. The questionnaire results are explained in detail in the following section entitled, "Final Assessment."

Format For On-Call Assistance

A very flexible on-call assistance format was developed and implemented in all of the schools. The practitioner along with the other two teacher-trainers and the citywide supervisor of Bilingual/ESL programs offered their services to the teachers, counselors, and administrators in several ways:

1. Individualized problem-solving sessions.
2. Subject area group sessions on an intra school basis.
3. General inter school sessions for idea sharing and exchange.

All three methods were used with the practitioner hosting individual and inter school sessions at his school and traveling to individual schools for subject area implementation.

Open Communication

The entire follow-up effort was predicated on the philosophy of open communication and a free flow of information among all. All of the practitioner's efforts, verbal and written, were devoted toward a sharing of information, suggestions, and input which would benefit the mainstream instructional program for Hispanos. The

office of the practitioner became a clearinghouse for all information which was communicated to all participants and others who subsequently asked to be placed on the mailing list. Thus, a continuous flow of memoranda, highlighting all pertinent information, significantly contributed to an Open Communication network.

The Basic Training Unit

The follow-up focused upon the individual school as the basic training unit. Each school, with its own unique needs, was encouraged to:

1. Utilize the talents of the original workshop participants.
2. Develop further the ideas and materials of the workshop.
3. Engage in peer teaching through collegial sharing and interaction.
4. Seek assistance and consultation on an individual school basis.
5. Maintain the inertia created by the workshop and accelerate and expand its own mainstream/Hispano instructional program.

The Cost Factor

As originally intended by the practitioner, the model was so designed so as to utilize existing personnel in the follow-up phase to eliminate the need for funds, and this is exactly what happened. After the Title VII funds which were used for the in-service training program were terminated in June, 1974, the follow-up phase was successfully conducted by the practitioner without any additional

funds. Thus, in retrospect, the original selection process of participants did, in fact, bear out the practitioner's expectation that "selected" and interested "volunteers" would follow through when the funds ran out. In addition, the validity of the model becomes more obvious to those contemplating its adoption.

FINAL ASSESSMENT

In order to assess the total impact that the in-service workshop had made within the seven secondary schools, the practitioner allowed one half of a school year, after the conclusion of the workshop, for on-line implementation. Then, a final participant survey was distributed among the thirty-six remaining participants for their reactions and overall assessment. The actual survey questions, the tabulated results and the practitioner's analysis of each follow. The reader should keep in mind that all thirty-six participants replied to the survey. As a result of this one hundred percent return, the statistics become more meaningful.

Question #1: Have you had any occasion to utilize any of the following items which were discussed in the workshop session?

	Yes	To Some Extent	No
Skills	18	11	7
Knowledge	18	14	4
Attitudes	22	13	1

Analysis: It is obvious that most of the participants made some use of the skills, knowledge, and attitude factors. The

twenty-two "yes" replies under attitudes suggest a real positive attitudinal gain which has and should continue to permeate the other staff members. There can be no doubt that a more positive teacher attitude toward the Hispano will surely cause an instructional gain.

Question #2: Since the completion of the workshop, have you shared, either on a formal or informal basis, any aspect of the workshop with any of your colleagues who were not involved in the workshop?

Yes	To Some Extent	No
19	13	4

Question #3: If your answer to question #2 was either "yes" or "to some extent," estimate the number with whom you shared any information.

The teacher participants estimated that they had shared information with some one hundred fifty-two staff members. Three of the participants who are principals indicated that they had shared the workshop information with most of their staff which included one hundred thirteen staff members.

Question #4: Please list the positions held by those staff members with whom you shared anything regarding the workshop.

The participants named the following staff positions: art, music, English, social studies, math, industrial arts, foreign language, civics, science and home economics teachers. They also included the following supportive personnel: counselors, social workers, language development specialists, ESL instructors, aides, and learning disability personnel.

Analysis: The results gathered from questions #2, #3, and #4, indeed point out the extensive system-wide distribution of positive instructional improvements for Hispanos.

Question #5: In your daily colleagial contacts within your building, have you succeeded in making others more aware and more sensitive to the Hispano pupil and his problems?

Yes	To Some Extent	No
16	17	3

Analysis: The mini Hispano "sensitivity and awareness training" of the workshop not only succeeded with the participants, but also it appears that the participants are now spreading the awareness and sensitivity to others on their staff.

Question #6: In view of the one half school year which has elapsed since the workshop terminated and in view of your in-school actions as a result of your own initiative, how would you rate yourself now as a teacher-trainer within your own building?

Excellent	Very Good	Good	Fair	Poor
6	10	9	9	2

Analysis: The two who rated themselves as "poor" made a special notation on their survey sheet indicating the presence of few Hispanos in their buildings. Thus, there was little opportunity to "train" any of their colleagues. However, in comparing these results with the results of the same question which was asked on the workshop evaluation sheet six months earlier (Appendix L,) the percentage of participants who feel more confident in acting as teacher-trainers, has risen.

Summary Analysis: From the participant input gathered from this survey, the practitioner deduces and infers the following:

1. The basic skill, knowledge and attitude objectives of the workshop have been utilized by the participants in their daily classroom contact with pupils on a frequent and fairly widespread basis.

2. The participants have acquainted other staff members with the workshop benefits on a large and wide-range scale.
3. Purposeful collegial contacts by the participants have succeeded in making other staff members more sensitive to and aware of the Hispano.
4. The instructional benefits to the Hispanos are obvious.
5. The participants are now, in fact, acting as a cadre of teacher-trainers within their own buildings.

Administrator/Participant Input

Another phase of the final assessment was to survey, on a separate basis, all of the school administrators who were participants in the workshop. It should be noted that the remaining group of thirty-six participants contained ten administrators whose opinions were part of the final assessment survey as outlined above in questions one through six. This second phase of the final assessment sought the reaction of only the ten administrators who represent the principals and/or their assistants in the seven secondary school.

Question #1: Do you feel that the in-service training model is present in your building? All of the ten administrator/participants answered "yes."

Question #2: If so, to what degree?

<u>High</u>	<u>Better Than Average</u>	<u>Some</u>	<u>Low</u>
6	3	1	0

Analysis: The conclusion is obvious. The model has, in fact, become an integral part of each school's operation at a fairly high implementation level. Thus, with continued administrative support, the efforts expended by the participants in the workshop will continue to reap instructional benefits for the Hispanos in each building.

SIGNIFICANT DEVELOPMENTS

Since the original proposal for this practicum was submitted, some significant developments have occurred during the course of designing and developing this "Model In-Service Program." One development was the applicability of this model and the follow-up procedures to the elementary schools. The practitioner made a special effort to establish communication with those elementary school personnel who also were faced with the mainstream problems of Hispanos. The informally-gathered but gratifying results showed a definite interest among the elementary personnel for the model design and follow-up. Thus, the scope of the practicum extended beyond the seven secondary schools into the elementary level.

As word of the "Model In-Service Program" permeated the educational circles outside of the city, the practitioner was asked to chair a section of the "Twenty-fifth Annual Connecticut Reading Conference" relating to the materials and results of the in-service program. Thus, this development could further extend the scope of the practicum on a statewide basis.

In addition, and again on a statewide basis, a synopsis of this practicum has been presented to the Connecticut Staff and Development Cooperative which has indicated an initial desire to review the model for use in a tri-city consortium in the state. Thus, the

implications for the use of this model on a broad range, both intra and inter city, seem most evident at this time.

In January, 1975, the City of Norwalk succeeded in obtaining another bilingual grant for \$180,000 for the period January to July, 1975. The practitioner authored the in-service component of the grant using this field-tested model. Thus, this successful model design, in addition to accruing instructional benefits to the Hispano in his transition from the Bilingual/ESL class to the mainstream class, also has aided the city in obtaining additional federal funds to continue and improve the bilingual program of Norwalk.

With these successes an accomplished fact, the practitioner projects that other communities which are seeking federal funds will soon be utilizing this model for obtaining similar grants. Thus, the prediction is for some national significance.

APPENDIX A

Bilingual-Bicultural-ESL Program

"Survival Kit"

in

Greek and Spanish

for

Mainstream Teachers

Prepared by

Elsa Ilderon	Brien McMahon
Diana Caracciolo	Columbus
Aida Comulada	Columbus
James Forcellina	Brien McMahon
Fanny Scordilis	Nathan Hale
Jere Smith	Norwalk High

ESAA - Title VII.

Norwalk, Connecticut

September 1973

INTRODUCTION

The purpose of this SURVIVAL KIT presentation is twofold:

1) to assist you, the regular classroom teacher, to communicate in a basic way with the non-English speaking students in their own language; 2) to help you understand your vital role in the educational program of these students.

At the secondary level, these students have a wide range of English-speaking ability; some are quite competent while others can barely get by in the language. In the past, these students have been placed in mainstream classes with little attention given to their language handicap and their disorientation in the new culture. Up to this time the English as a Second Language Program (commonly referred to as ESL) has operated as a separate part of the students' program while you have had to fend for yourselves with the non-English speaker in addition to your normal classroom activities. In most cases the results have not been totally satisfactory.

In June 1973, Norwalk received funds under the Emergency School Aid Act (Title VII) to strengthen our present Bilingual-Bicultural-ESL programs. A portion of these funds has been set aside to support you in dealing with the special difficulties arising from having non-English speakers in your classes. Soon you will be hearing more about bilingual interns and special tutoring, learning

packets, Spanish lessons for staff, inservice programs and other supportive measures. This SURVIVAL KIT (tape and script) is the first step in providing you with some needed support.

You will be given the basic language expressions to deal with those areas which we have found to be most crucial in guaranteeing success in school. By incorporating some of these phrases in your daily classroom procedures, there should be two desirable effects: 1) you will be providing greater individualization for the non-English speakers, 2) this humanization of instruction on your part will engender a more positive teacher/pupil and pupil/pupil rapport.

The foreign languages on this tape will be limited to Spanish and Greek because these two language groups comprise the majority of the non-English speaking population in Norwalk. Tape one has the Spanish and Tape two has the Greek.

Instructions for Listening and Repeating

You will hear the English phrase first followed by the Spanish equivalent on Tape one and by the Greek equivalent on Tape two. The foreign language phrase will be given twice with a pause to enable you to repeat the phrase.

The following information should help you to pronounce most Spanish words:

<u>English</u>	<u>Spanish</u>
A	ah !
E	eh !
I	ee !
O	oh !
U	oo !

1. HIGH FREQUENCY CLASSROOM EXPRESSIONS

These expressions will be helpful in establishing positive initial teacher-student rapport. You will find that the non-English speaking student will be delighted that you are making this attempt to speak his language. At least he will know that you care.

A. GREETINGS

Good morning	Buenos días.
Good afternoon	Buenas tardes.
Goodbye	Adiós
How are you?	¿ Cómo está Usted?
Fine, thank you.	Muy bien, gracias.
What is your name?	¿ Cómo se llama Usted?
My name is <u>Mr. Brown</u>	Me llamo <u>el Señor Brown.</u>
My name is <u>Mrs. Brown.</u>	Me llamo <u>la Señora Brown.</u>
My name is <u>Miss Brown.</u>	Me llamo <u>la Señorita Brown</u>
Yes.	Sí.
No.	No.

B. CLASSROOM PROCEDURES

Speak more slowly, please.

Come here.

Go there.

Go to the office.

That's good.

That's right.

That's wrong.

Give me your homework.

Take the book.

Tell me in English.

Look it up in the dictionary.

Be quiet, please.

Sit down.

Excuse me.

Listen.

Look.

Repeat.

Read in English.

You need a notebook in this class.

Write on the blackboard.

Write on your paper.

Write in your notebook.

Más despacio, por favor.

Venga acá.

Vaya allá.

Vaya a la oficina.

Muy bien.

Está correcto.

Está incorrecto.

Deme la tarea.

Tome el libro.

Dígame en inglés.

Búsquelo en el diccionario.

Silencio, por favor.

Siéntese.

Perdón.

Escuche.

Mira.

Repeta.

Lea en inglés.

Necesita un cuaderno en la clase.

Escriba en la pizarra.

Escriba en su papel.

Escriba en su cuaderno.

CLASSROOM PROCEDURES, cont'd.

Write your name.

Escriba su nombre.

Write the date.

Escriba la fecha.

Today is Monday.

Hoy es lunes.

Today is Tuesday.

Hoy es martes.

Today is Wednesday.

Hoy es miércoles.

Today is Thursday.

Hoy es jueves.

Today is Friday.

Hoy es viernes.

Tomorrow we're going to have a review.

Mañana vamos a tener un repaso.

Tomorrow we're going to have a quiz.

Mañana vamos a tener una prueba.

Tomorrow we're going to have a test.

Mañana vamos a tener un examen.

Tomorrow we're going to have homework.

Mañana vamos a tener tarea.

Tomorrow we're going to have a holiday.

Mañana vamos a tener un día feriado.

What time is it?

¿ Qué hora es?

How do you say it in Spanish?

¿ Cómo se dice en español?

Do you have a pencil?

¿ Tiene Usted un lápiz?

Can you?

¿ Puede usted?

Do you understand?

¿ Me entiende?

Numbers.

Los números.

One

uno

Two

dos

CLASSROOM PROCEDURES

Three	tres
Four	cuatro
Five	cinco
Six	seis
Seven	siete
Eight	ocho
Nine	nueve
Ten	diez
Eleven	once
Twelve	doce
Thirteen	trece
Fourteen	catorce
Fifteen	quince
Sixteen	dieciseis
Seventeen	diecisiete
Eighteen	dieciocho
Nineteen	diecinueve
Twenty	veinte
Thirty	treinta
Forty	cuarenta
Fifty	cincuenta
Sixty	sesenta
Seventy	setenta

CLASSROOM PROCEDURES, cont'd.

Eighty	ochenta
Ninety	Noventa
One Hundred	cien

11. ATTENDANCE

School and class attendance is vital to the success of all students. The language barrier should be no reason for de-emphasizing your normal attention to regular and punctual attendance. The following phrases may be helpful in establishing desirable attendance habits, if they are incorporated into your daily routine.

You're late for class.	Usted llegó tarde a la clase.
Please come to class on time.	Por favor, llegue a la clase a tiempo.
Do you have a pass?	¿ Tiene Usted un pase?
You were absent yesterday.	Usted faltó ayer.
Each class is important.	Cada clase es importante.
Do not cut class.	No debe cortar la clase.
You cannot leave school without permission.	No puede irse de la escuela sin permiso.
Do you feel sick?	¿ Se siente mal?

111. HOME AND SCHOOL INFORMATION

Where do you live?	¿ Dónde viva Usted?
What is your address?	¿ Cual es su dirección?

HOME AND SCHOOL INFORMATION, cont'd.

What is your telephone number?	¿Cuál es su número de teléfono?
How old are you?	¿Cuántos años tiene Usted?
What is your birthdate?	¿Cuál es su fecha de nacimiento?
What are your parent's names?	¿Cómo se llaman sus padres?
What is your father's (mother's) business address?	¿Cuál es la dirección de empleo de su padre? (su madre)
Do you have any brothers or sisters?	¿Tiene Usted hermanos o hermanas?
How many brothers or sisters?	¿Cuántos hermanos tiene Usted?
What are their names and ages?	¿Cuáles son los nombres y las edades?
Where are you from?	¿De dónde es Usted?
How long have you been in the U. S.?	¿Cuánto tiempo ha vivido en los Estados Unidos?
What grade are you in?	¿En qué grado está?
Who is your family doctor?	¿Cómo se llama su médico?
The name of the principal is ____.	El principal se llama ____.
The names of the housemasters are _____.	Los Ayudantes del principal (housemasters) se llaman _____.
The name of the nurse is ____.	La enfermera se llama _____.
The name of the social worker is _____.	El trabajador social se llama _____.
The names of the guidance counselors are _____.	Los consejeros se llaman _____.
The offices are on the first floor.	Las oficinas están en el primer piso.

N. B. The remainder of the "Survival Kit" consisted of similar

materials developed in Greek. The practitioner felt that the actual inclusion of these materials would serve no purpose to this practicum. However, these materials are available upon request.

APPENDIX B

Geography of the Caribbean and Central America

A Learning Packet for
High School Social Studies

by

Elsa Calderon
James Forcellina
Virginia Kidd
Gloria Rivera
Marilyn Spence

ESAA - Title VII

Norwalk, Connecticut

October, 1973

INTRODUCTION

This Learning Packet was developed for use by mainstream social studies teachers at the secondary level and especially for those mainstream teachers who have Hispanic pupils in their classes. The overall purpose is to incorporate Caribbean and Central American history into the curriculum. The specific purpose in classes where there are Hispanics is to achieve an Anglo/Hispanic cultural, social, political and linguistic understanding and appreciation in a true sense of integration of the Hispanic and Anglo worlds.

This packet is intended only as a guide for the teacher. The length of the unit and its contents are at the discretion of the teacher with no attempt to limit or stifle creativity and/or ingenuity.

The packet is divided into three main areas:

- I. Basic Subject Matter
- II. Activities
- III. Bibliography

Before beginning this unit with (I) the Basic Subject Matter, the authors suggest that a brief overview of the Caribbean and Central America be given after which you may concentrate on Puerto Rico, Costa Rica and Columbia.

I. BASIC SUBJECT MATTER

A. Problem Solving Questions

1. How does the geography of the Caribbean nations affect where people live and how they make their living?
 - a. What land features predominate?
 - b. How is climate a factor?
 - c. What are the natural resources?
2. What are the origin and ethnic backgrounds of the people?
 - a. How was the country settled?
 - b. Who settled it?
 - c. What is the present ethnic composition?
 - d. What reasons prompted Europeans to come to the Caribbean?
 - e. In what ways are these reasons similar and different from the reason Europeans first came to the United States?
3. How do the languages of the Caribbean differ? How are they similar?
 - a. What influence does United States English have?
 - b. What influence do the languages of Europe have?
4. How do the customs of the Caribbean people who immigrate to the United States create conflicts in adjusting to American life styles?

BASIC SUBJECT MATTER, cont'd.

- a. How does the family as a unit differ?
 - b. What educational opportunities are available?
 - c. What recent changes have occurred in courtship patterns?
 - d. How has the pace of life affected work habits and leisure time activities?
 - e. What has been the role of religion and religious rituals in the development of the Caribbean nations?
 - f. How is the role of women changing in Latin America?
5. What are the basic features of the economy in these countries?
- a. In comparison to the United States, why is the standard of living so much lower for the majority of these people?
 - b. What are the governments of the Caribbean doing to improve their living standards?
6. How do the Caribbean nations govern themselves?
- a. What is the revolutionary pattern?
 - b. How did they gain independence?
 - c. What is the structure of the present form of government?

BASIC SUBJECT MATTER, cont'd.

B. Creative Thought Questions

1. How would an Independent Puerto Rico affect Puerto Ricans on the island and those on the mainland?
2. How would statehood for Puerto Rico affect Puerto Ricans on the island and those on the mainland?
3. How does citizenship for Puerto Rico and non-citizenship for Costa Ricans and Colombians affect the relations among these groups living in the United States?
4. How do language variations in Spanish create communication problems among Puerto Ricans, Costa Ricans and Colombians?
5. How does the lower standard of living of these three countries affect these people's attitude toward the United States?
6. Former Puerto Rican Governor Luis A. Ferre' advocated "Union without cultural assimilation." Is this possible for the three groups?
7. What actions can we take to alleviate anti-American feelings in these three countries?

II. ACTIVITIES

A. Maps.

B. Charts: vital to statistics - comparison of countries.

ACTIVITIES, cont'd.

- C. Cook book.
- D. Pen pal correspondence.
- E. Food preparation of the Caribbean as an interdisciplinary approach with the home economics department.
- F. Art: collages, scenes of the nations' history, fashions.
- G. Musical compositions of the countries and types of instruments.
- H. Bulletin board displays with travel posters.
- I. Oral presentations with visuals performed by persons of the country. (Suggestion - use the students from Puerto Rico, Costa Rica and Colombia.)
- J. Collection of coins, stamps, etc.
- K. Travel and passport information. (The United States Immigration Office in Hartford.)
- L. "Culture Shock" skits showing value conflicts.
- M. Formulation of a tourist survival kit.
- N. Develop a dictionary for high frequency words in the foreign language.
- O. Questionnaires for exchange of attitude and values.
- P. Reports of national leaders and their contributions.

III. BIBLIOGRAPHY

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N.B. The remainder of this bibliography listed the Caribbean and Central American materials available to the Norwalk staff members in the high school libraries and at the media center. The practitioner felt that the actual inclusion of these materials would serve no purpose to the practicum. However, the listings are available upon request.

APPENDIX C

Group Stereotyping: Use and Misuse

A Learning Packet for
Secondary School Social Studies Teachers

by

Elsa Calderon
James Forcellina
Virginia Kidd
James McLaughlin
Marilyn Spence

ESAA - Title VII

Norwalk, Connecticut

February 1974

INTRODUCTION

This learning packet was developed for use by mainstream social studies teachers at the secondary level and especially for those mainstream teachers who have Hispanic pupils in their classes. The overall purpose is one of human relations. The specific objective is to develop and encourage greater understanding and interaction between English and Spanish speaking pupils using Group Stereotyping: Use and Misuse as the content and inquiry as the technique. While Puerto Ricans, Costa Ricans and Colombians are used for viewing specifics, the applicability to Anglos and Hispanos is evident.

It should be recognized that Group Stereotyping: Use and Misuse is a sensitive area and requires the prudent judgment of the teacher who undertakes a unit of this nature. Thus, the authors recommend that thought be given to well planned lessons and that the sophistication of the class be considered in selecting the concepts to explore.

This packet is intended only as a guide. The length of the unit and its content are at the discretion of the teacher, with no attempt to limit or stifle creativity and/or ingenuity.

There are four (4) main areas:

INTRODUCTION, cont'd.

- I. Basic Subject Matter
- II. Creative Thought Question
- III. Activities
- IV. Bibliography

I. Basic-Subject Matter

A. General

1. What is the definition of stereotype?
 - a. What are some dictionary definitions?
 - b. What are some student definitions and concepts?
(A pre and post test is suggested.)
2. How are some stereotypes useful?
(i.e. what is the policeman's useful stereotype?)
3. How are some stereotypes misused or dehumanizing?
4. What is the basis of stereotyping within groups?
 - a. What do the members within the group think of each other?
 - b. What type of self ~~image~~ is present?
5. What is the basis of stereotyping outside of groups?
 - a. Do people who stereotype realize the damage being done?
 - b. Is there a need or reason for this?
6. What might be a factual basis for stereotyping?
 - a. How do you separate fact from fiction?
 - b. How does fact lead to fiction?
 - c. How does the specific lead to the general?

Basic Subject Matter, cont'd.

B. Caribbean

1. How does the geography of the Caribbean nations affect where people live and how they make their living? (Refer to Learning Packet #1 Geography of the Caribbean and Central America.)
2. How does a move from a Caribbean nation to the U. S. cause cultural shock?
 - a. What are the causes and effects of immigration and/or migration?
 - b. What are the advantages for the Puerto Rican as compared to the Costa Rican or Colombian? (citizen versus non-citizen.)
 - c. How does the family as a unit differ?
 - d. How does the pace of life affect work habits and leisure time activities?
 - e. How is the role of the Latin American affected by the changing role of women in the U. S.?
3. What is the impact of the immigration on American society?
 - a. What have been the effects on the economy, i.e. jobs, housing, welfare, migrant workers?
 - b. What have been the effects on the social customs? i.e., food, language, music and social institutions?
4. What is the process of Americanization?
 - a. What is an American?
 - b. What are the regulations for citizenship?
5. What are the differences between Assimilation and Acculturation?
 - a. How long does it take a family to become assimilated?
 - (1) What effect does this change have upon the man?
the woman?

Caribbean, cont'd.

- (2) What are the effects of schools, jobs, and mass media on the Hispano?
- 6. How do the cultural patterns of Latin Americans change when settling in the U. S.?
 - (1) What stress is placed upon the individual by this change?
 - (2) How can this cultural change cause an identity crisis?

II. Creative Thought Question

- A. Is there such a thing as a "real," "true," or "pure" American?
- B. Should the Latin American be forced to assimilate?
- C. What are the advantages of acculturation?
- D. How can we tell if an individual is beginning to acculturate?
- E. How can we tell if an individual has assimilated?
- F. How can we tell if a person is having problems in adjusting?
- G. How does the more basic authoritarian structure of Latin American society come in conflict with the less authoritarian American life styles?
 - 1. Does it interfere with learning?
 - 2. Does it restrict the development of individual self control?
 - 3. How does it influence the child/parent relationship?
- H. How can we assist those non-English speaking students to make a reasonable, orderly and systematic transition from their own culture to that of another?

Creative Thought Question, cont'd.

- I. What role can the school play in encouraging community involvement in the acculturation process?
- J. What role can "American" students play in assisting their non-English speaking peers in the acculturation process?
- K. How does becoming a political adult at age 18 in the U. S. affect both English and non-English speaking students in their relationships with parents?

III. Activities

A. Role Playing Situations (Examples)

1. A Costa Rican has asked a Puerto Rican for a date. The father is questioning the Puerto Rican girl about this young Costa Rican man.
2. An American high school student asks a Costa Rican, a Colombian and a Puerto Rican if they speak Spanish the way it is spoken in Spain?
3. Divide the class into two groups. One group is forming a club. Have them create reasons for excluding the other half of the class. (Where appropriate, the groups might be assigned an ethnic, racial, etc. identification.)
4. A group of high school students are sitting at a table in the high school cafeteria. In what various ways might these students react to a new student of a different ethnic or racial group who sits down at the table to eat with them.
5. An American and Latin American parent are discussing the roles and behavior of their high school daughters.
6. I am, therefore I'm proud game: Class picks an ethnic group and a profession or job for him. One person is chosen to role-play him and to defend himself as the class questions him. Then, he is rated with short essay answers as to how convincing he was.

Activities, cont'd.

7. Rumor Clinic: Two people leave the room. One person makes up a story, writes it down, and tells it to the second person. They both return. One by one, all the people in the room leave as they each tell the next person until the last person gets back to the first person and the story is compared with the original. Since the story involves a minority person, the purpose is to notice how many details are added along the way to the rumor.
8. He doesn't Belong game: Class divides in two, debates whether to admit a "stranger" into their club.
9. What Does the Media Say game: Make a collage of TV slogans, magazine ads, etc., which indicate how stereotypes are exploited for commercial purposes. Then Have a class discussion in which you try to separate "fact" from "fiction."

B. Simulation Games

(i.e., Sunshine, Her story, and Ghetto.)

C. Panel Discussions

(i.e., What have we in common? How do we differ? Topics such as this may be discussed by a group of community individuals who differ ethnically, racially, religiously, etc.)

D. Interview

(i.e., taped student interviews of recent immigrants to the country asking about problems they have encountered such as finding jobs, housing, etc.)

E. Questionnaires

So that students can understand how stereotyping can affect them and others, the teacher might construct questions to evaluate:

1. Recognition of stereotypes.
2. Acceptance and/or rejection of stereotypes.

Activities, cont'd.

3. Defenses of stereotypes.
4. Understanding the use and misuse of stereotypes.
5. Understanding of the impact of stereotyping on the person and groups being stereotyped.

F. Individual Projects

1. Using magazines, newspapers, and TV programs, such as Sanford and Son and All in the Family, describe in writing examples of stereotyping.
2. Construct a list of acceptable stereotypes (policemen) and unacceptable stereotypes and explain why one is acceptable and the other is not.
3. Reveal your own ethnic, racial, and religious background and then report on the contributions of famous people with the same background.
4. Research fashions, foods, music and customs of various ethnic, racial and religious groups.
5. Write an essay on "how others might stereotype me."

G. Cartoons and Photographs

1. Find cartoons which illustrate the stereotyping of an individual or groups. Ask students to analyze these.
2. Construct a gallery of photographs. Ask students to label all those they might stereotype as "bright." Follow the same procedure for "Catholic," "American," "teacher," "poor," etc. Ask the student to explain why he grouped as he did.

H. Mini Lessons

Through the use of audio-visual materials, pamphlets and paperbacks, students can develop such concepts as "race," "nationality," "religion," and the universality of human needs.

Activities, cont'd.

Through the use of audio-visual materials, pamphlets and paperbacks, students can develop such concepts as "race," "nationality," "religion," and the universality of human needs.

I. Multi-Cultural Festival

Students can plan and arrange for exhibits representing the ethnic, racial and other minority group membership of the class. These exhibits can feature fashions, foods, crafts, etc., indigenous to the groups.

J. Community Projects

1. Draw a chart or graph showing the percentage of various ethnic, racial, and religious groups living in your town. Show the percentage of population growth of groups over the last ten years.
2. Draw a map indicating areas of population concentration of the various groups in your town.
3. Interview politicians, educators and community leaders to find out what the community is doing to provide for the needs of minority groups.
4. Visit other classrooms and schools to talk with others about the history, customs and habits of your own ethnic, racial or religious group.

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APPENDIX D

Request for Resource Person

To: James J. Forcellina

Fr: _____ (name)

_____ (school)

_____ (subject/grade level)

Please have the bilingual/bicultural resource person visit me as indicated below:

Time: _____

Date: _____

Alternate Time: _____

Date: _____

I identify the problem(s) as follows:

_____ teacher/pupil communication.

_____ application of basic ESL techniques.

_____ individualizing my lessons.

_____ teacher/pupil rapport.

_____ non-participating pupil.

Further explanation: _____

APPENDIX E

Instructional Pupil Placement Team Referral for Services

DATE: _____

REQUEST FOR EVALUATION BY THE INSTRUCTIONAL PUPIL PLACEMENT TEAM:

NAME OF PUPIL: _____ GRADE: _____

SCHOOL: _____ DATE OF BIRTH: _____

Constant Problem: _____

Previous Guidance Contact: _____

Previous Parental Contact: _____

Brief statement of the problem:

Recommended by: _____

CONFIDENTIAL

APPENDIX F

ESAA Workshop Evaluation Sheet: Conversational Language and
ESL Techniques Individualized

Participant's Name: _____

School: _____ Language (Greek or Spanish) _____

Fill in your letter response below for each category A & B Sections

A. Conversational Language B. ESL Technique Individualized

1. <u>Topics and Presentations were:</u>	<u>A</u>	<u>B</u>
a. Very relevant to my needs	_____	_____
b. Quite relevant to my needs	_____	_____
c. Relevant to my needs	_____	_____
d. Somewhat relevant to my needs	_____	_____
e. Hardly relevant to my needs	_____	_____
f. Other (comment)	_____	_____
2. <u>Presentations were:</u>		
a. Very clear and to the point	_____	_____
b. Quite clear and to the point	_____	_____
c. Clear and to the point	_____	_____
d. Somewhat vague and not quite to the point	_____	_____
e. Vague and off the point	_____	_____
f. Other (comment)	_____	_____
3. <u>My opportunity to participate was:</u>		
a. Most readily facilitated	_____	_____
b. Readily facilitated	_____	_____
c. Possible but not facilitated	_____	_____
d. Had to be worked at	_____	_____
e. Not really possible	_____	_____
f. Other (comment)	_____	_____

ESAA Workshop Evaluation Sheet, cont'd.4. The Presentations and discussions:

- | | | |
|---|-------|-------|
| a. Excellent and reached the stated goals | _____ | _____ |
| b. Good and came close to reaching stated goals | _____ | _____ |
| c. Adequate and somewhat close to stated goals | _____ | _____ |
| d. Rather inadequate and wandering | _____ | _____ |
| e. Most inadequate and missed goals | _____ | _____ |
| f. Other (comment) | _____ | _____ |

If the presentations and discussions suggests any other area for future presentations, please specify.

Language (Greek or Spanish) _____

ESL Techniques Individualized _____

Comments:

APPENDIX G

Self-Evaluation Checklist for Mainstream Teachers of ESL Pupils

1. I am aware that ESL pupils substitute known sounds for new sounds.
2. I am aware that these pupils need assistance in hearing and reproducing new sounds.
3. I know that normal speech patterns should be used in speaking with these people.
4. I know that my voice volume (speaking loudly) does not insure understanding by the ESL pupil.
5. I should provide many opportunities to practice sentence patterns in a systematic way going from the simple to the complex.
6. I should introduce one concept at a time.
7. I should select examples of the general rule and avoid the exceptions until a later time.
8. I should provide examples of patterns and structure to give oral mastery at first.
9. I should design examples to bring about generalizations and insight through inductive reasoning.
10. I should avoid vocabulary word lists out of context.
11. I should design lessons around familiar situations and experiences.
12. I should realize that the audio coupled with the visual produces a greater degree of retention than either one alone.
13. I know that habituation of the oral is preferable before going on to the written word.
14. I know that pupils can understand a new language before they can express themselves.

Self-Evaluation Checklist, cont'd.

15. I know that the use of cognates is an excellent means for presenting similarities of the language structure.
16. I know that idiomatic expression in English should be avoided until some language sophistication is obtained.
17. I realize that words sometimes have multiple meanings depending on the context.
18. I must provide examples of the similarities of the language prior to the dissimilarities.

APPENDIX H

Checklist forSupervisors' Observation of ESL and Mainstream Teachers

1. Has established verbal communication with all pupils.
2. Uses uncomplicated English syntax.
3. Avoids words with double meanings and exceptions to the rule.
4. Avoids idiomatic phrases.
5. Proceeds from the simple to the complex in an organized fashion.
6. Deductive and inductive reasoning are used as necessary.
7. Uses visuals to reinforce the audio.
8. Proceeds from hearing, understanding and speaking, to the reading and writing phase.
9. Provides a variety of activities to insure pupil participation.
10. Encourages an integration of pupils from various linguistic backgrounds.
11. Makes use of student leaders in small group sessions.
12. Uses grouping techniques with lab facilities to individualize.
13. Has planned out activities to satisfy short range behavioral objectives.
14. Has provided for evaluation of student work.
15. Proceeds from the known to the unknown and from the simple to the complex.
16. Uses English correctly, with normal pace and volume.
17. Displays a sensitivity to the unique problems of ESL pupils.

Supervisors' Observations, cont'd.

18. Uses models and pattern practice as a basis for habituating new concepts.
19. The cultural aspect of language study is interpreted with the linguistic aspect.
20. Pupil linguistic problems are diagnosed and remedial prescriptions are planned.
21. In showing similarities and differences between the pupils' native language and English, similarities are presented first.
22. Has provided a way for each pupil to view his own personal progress.
23. Encourages a cultural exchange between/among the various linguistic groups.

APPENDIX I

Basic Considerations of Second Language LearningPre-Test True-FalseThe Learner

1. Assuming that language is a code, the infant's problem is to discover how it works.
2. In learning a second language, the pupil goes through the same process as having learned the native language.
3. Language is basically a conglomeration of sounds to which the ear has become attuned.
4. Second language learners tend not to hear sounds which do not occur in their native language.
5. Each language has its own sound system and structure.
6. Second language learners tend to differentiate new sounds of the new language.
7. A substitution of a known sound for a new sound is quite normal for the second language learner.
8. An effective ESL teacher does not need to have a speaking knowledge of the child's native language.
9. Vocabulary lists are excellent drills for teaching pronunciation.
10. The audio coupled with the visual produces a greater degree of retention than either one alone.
11. Word order is a vital concept in ESL.
12. Habituation of the oral is preferable before going on to the writing.
13. A linguist would be more suitable for ESL instruction to Spanish-speaking pupils rather than a bilingual (English/Spanish) teacher.

Second Language Learning, cont'd.The Teacher

14. Understanding a new language precedes willingness or ability to express oneself.
15. Presentation of materials in isolation and out of context decreases learning effectiveness.
16. Cognates should be used sparingly in an ESL classroom.
17. Idioms are excellent means for showing the similarities of two languages.
18. Hearing, repeating and practicing patterns of forms and structure lend themselves to a deductive thought process.
19. Our non-English speaking ancestors arrived in the U. S. and eventually mastered English. These pupils presently in our classes could do the same thing without any special English program.
20. How is your acronym quotient?

TESOL _____

ESL _____

TEFL _____

ESAA _____

APPENDIX J

Pre-Test - ESAA WorkshopCase Study - Bilingual Situation

Roberto is an intermediate ESL student. Last year he learned many basic expressions in ESL, and presently can read and write English with difficulty. He has a noticeable accent and still will not volunteer anything in English, preferring to use Spanish and to have someone translate for him. He has been given responsibilities at home and sometimes misses school because he has to go with a relative to the hospital in order to help interpret with his limited English background. And yet when special announcements are made over the P. A. system, he doesn't understand them.

1. How do you define an intermediate ESL student?

2. Identify at least five oral minimal pairs which contrast English and first language vowel patterns, i.e., fit/feet?

3. Identify at least five oral minimal pairs which contrast English and first language consonant patterns, i.e., thing/sing?

Bilingual Situation, cont'd.

4. Of the four fundamental language skills acquired by Roberto, rank them in sequence of his language needs.

5. To what extent would you correct one's noticeable foreign accent?

6. Suggest an ESL approach to achieve automatic control and fluency of syntax so as not to revert to translation.

7. State three ways to build up Roberto's self-confidence in classroom situations using English.

8. Because of family and neighborhood pressures, what ways would the school meet Roberto's individual needs?

Bilingual Situation, cont'd.

9. How can a Pupil Placement Team (PPT) concept bring to Roberto a more effective school experience?

10. As you hear Roberto speak at times he said, "he see." Explain the linguistic reason.

APPENDIX K

Post-Test - ESAA WorkshopCase Study - Bilingual Situation

Roberto is finishing an instructional year as an intermediate ESL student. He has made only limited progress. It is unlikely that he will be able to attend a summer program because the family finances dictate that he have some type of employment. This will mean that in September he will need review and reinforcement at the intermediate level and a great effort will have to be made to keep Roberto from becoming discouraged and developing a negative attitude. What suggestions can be made for Roberto's next year's teacher? What can be done this summer:

Reading

1. Roberto is a word by word reader. Give three examples of exercises that would improve his ability to read in phrases.

2. Roberto has difficulty summarizing what he has read. The teacher feels that perhaps her questions are too difficult. What types of questions, in order of difficulty, should she be asking Roberto before she should expect him to be able to summarize?

3. Roberto should be doing some reading at home but he does not want his younger brother to see the book he is using in school because it is on such an elementary level. What materials and exercises could the teacher give Roberto to work on at home?

Post Test, cont'd.Writing

4. Roberto's last year's teacher spent a good part of her writing lesson time giving Roberto dictation lessons. The new teacher wants to know what purpose or purposes these lessons serve.

5. Roberto's father is concerned that Roberto is not receiving more instruction in writing and that his writing ability in English is so poor. What response would the teacher have for Mr. Garcia?

6. Roberto is able to do both multiple choice and matching exercises in his writing book. What is the next level of writing exercise the teacher should use for practice?

Speaking

7. Roberto is able to produce correct sounds during drill practice yet his teacher does not feel he has achieved the intermediate level in speaking. Explain her reasoning.

Speaking, cont'd.

8. Roberto sings and plays the accordion very well as demonstrated at a school talent show. How could the teacher use this as a teaching device?

Listening

9. Roberto enjoys baseball. How can the teacher use this information while teaching lessons involving new vocabulary and language structure?

10. Roberto is discouraged and feels that his year in ESL has been a waste of time. What can the PPT recommend that will regain Roberto's self-esteem and enhance his learning of English?

APPENDIX L

ESAA Workshop Evaluation Questionnaire

To: All Participants

Please indicate below your reactions to the ESAA Workshop which you have just completed. If you were a participant from the beginning use the PINK sheet. If you joined the workshop at the mid-point, use the YELLOW sheet.

The following objectives were developed prior to the workshop. Would you please rate the achievement level of each one in your own category and in others which are applicable.

Please use the following letters: A-Excellent; B-Very Good; C-Good; D-Fair; E-Poor.

Mainstream Teachers:

- _____ To acquire a basic knowledge of ESL techniques.
- _____ To acquire a basic knowledge of ESL individualized techniques.
- _____ To exchange problems, ideas and remedies.
- _____ To acquire the information necessary to apply ESL techniques in your classes.
- _____ To develop collectively a systematic approach to teaching ESL pupils in mainstream classes utilizing sound linguistic techniques.
- _____ To develop a self-evaluation instrument for use in lesson planning.
- _____ To acquire a basic knowledge of English linguistics (syntax and morphology) for better diagnosis of ESL pupil difficulties.

Counselors and/or Bilingual-ESL Teachers:

- _____ To acquaint mainstream teachers with intake procedures and scheduling problems of bilingual ESL pupils.

Counselors and/or Bilingual-ESL Teachers, cont'd.

- _____ To develop the concept of an Instructional Pupil Placement Team.

Administrators:

- _____ To develop a supervisory evaluation instrument together with those mainstream teachers who will be supervised.
- _____ To lend greater administrative support for bilingual/ESL education and the required supportive services.

Objectives For All:

- _____ To give a functional speaking knowledge of Spanish for basic communication.
- _____ To appreciate more fully the problems and frustration of learning a second language.
- _____ To acquire an Hispanic cultural introduction to Puerto Rico, Costa Rica and Colombia (or to acquire a Greek introduction.)
- _____ To train you as a cadre of staff to in turn act as trainee of colleagues in your own schools.

How Do You Rate:

- _____ The rotation of instructors from ESL to Spanish (Greek?)
- _____ The use of the survival kit?
- _____ In the language component, the conversation versus the grammatical approaches?
- _____ In the ESL component, the relevance of the linguistic portion.
- _____ The case study problem-solving activities or the lesson plan-solving activities?

How Do You Rate, cont'd.

_____ Give a general rating to the workshop insofar as its relevance to your particular needs.

Comments:

Suggestions for future workshops, etc. Please be as candid as you wish and if you feel that you wasted your time or that we were off target, tell us!

APPENDIX M

Observable Language ProblemsOral

- _____ Word order - adjectives follow nouns
- _____ Tense change
- _____ Formation of interrogatives
- _____ Change of verb form
- _____ Positive to negative statements
- _____ Pronunciation of plurals
- _____ Pronunciation of "ed" forms
- _____ Tendency to drop "s" on third singular verbs
- _____ Pronunciation of contractions
- _____ Use of could, should, and would
- _____ Use of may and can
- _____ Use of expressed pronoun
- _____ Vowel sounds
- _____ Use of demonstratives
- _____ Use of comparatives and superlatives
- _____ Use of auxiliaries - will, have, has, etc.
- _____ Use of negative commands
- _____ Use of possessive adjectives to designate parts of the body and articles of clothing
- _____ Use of prepositions

Oral

- _____ English verb "to be" versus Spanish verb "to have."
- _____ Consonant sounds

Written

- _____ Copies English to English with errors
- _____ Uses phonetic spelling
- _____ Subject - verb agreement

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